

THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume XIX

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Number 4

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ASSOCIATION NOTES AND EDITORIAL COMMENTS

THE Executive Committee met in Chicago on February 10 to take action pertaining to the cancellation of the 1945 Annual Meeting. The following communication was authorized and, on the 19th, was mailed to all member institutions.

IMPORTANT!

February 19, 1945

To All Member Institutions:

ANNUAL MEETING CANCELLED

The Office of Defense Transportation has ordered the cancellation of all meetings, attendance at which is or would be in excess of 50 persons. After having been officially informed that our Association comes under the category of organizations not permitted to hold such meetings, your Executive Committee has taken formal action cancelling the Annual Meeting which had been scheduled for April 3 to 7, 1945.

BUSINESS SESSION AUTHORIZED

In lieu of the Annual Meeting, the Executive Committee has authorized the holding of a closed executive session to which there will be invited the following:

- a. The Executive Committee—16 members including the QUARTERLY Editor
- b. The State Chairman of each of the 20 states and the Administrative Committee (Commission on Secondary Schools)—23 members
- c. The Board of Review (Commission on Colleges and Universities)—7 members
- d. The Steering Committee (Commission on Research and Service)—7 members

Excluding all duplicate representation, there will be a total of 43 different persons with authority to attend.

ACCREDITATION POLICY

Your Executive Committee has taken action providing for the continuation of membership of secondary schools and colleges for the next ensuing year. Attention will be given to all matters involving gross violations by member schools and colleges of criteria and regulations now established. Authority rests with the representatives of the Commissions to determine upon courses of action in the instance of all such violations and to report same to the Executive Committee for further action as provided by the constitution.

ALL OFFICERS AND COMMISSION MEMBERS TO BE CONTINUED FOR ONE YEAR

The Executive Committee under constitutional authority has taken appropriate action to recommend that all officers and Commission members be continued in office for the next ensuing year or until their successors have been appointed and elected. Formal action on this will be a matter of business at the meeting to be held April 4 to 7.

THE SERVICES OF YOUR ASSOCIATION

Your officers and Commission members will continue their efforts to provide not only all the usual services of the Association and of the Commissions but to inaugurate new services in the forthcoming year.

In this connection it is thought desirable that the attention of all member institutions be called to the leadership exercised by your Association in connection with the accrediting of educational experiences of those in the

several branches of the armed forces. The North Central Association takes pride in the fact that its insight into the problem was a factor in the initiation of the program of preparing a complete catalog of all these experiences which has been undertaken by the American Council on Education under a very considerable subsidy made available by your Association and other regional accrediting groups and national professional groups. The publication of this guide or manual has been endorsed by our Association and its recommendations are approved.

THE NORTH CENTRAL ASSOCIATION QUARTERLY will continue to make available to you all information of official business as in the past and will publish all outstanding contributions of the Commissions and their subordinate bodies.

Your Executive Committee regrets that circumstances necessitate the decisions set forth above. It pledges its continued concern for all problems of education being faced by member institutions and will devote itself to the task of finding adequate solutions.

Very cordially yours,
F. E. HENZLIK, President
G. W. ROSENLOF, Secretary

SEMICENTENNIAL CELEBRATION OF THE ASSOCIATION POSTPONED

The preceding statement quotes the formal notice of the cancellation of the 1945 Annual Meeting of the Association, an action in harmony with the universal abandonment this year of all other meetings in excess of the ceiling number of fifty persons fixed by the Office of Defense Transportation. The sole reason for mentioning the matter here is to call attention to the fact that one feature of the meeting in question would have been the celebration of the Semi-Centennial of the Association. There was to have been a "Dinner for Old-timers" on Thursday, April 5, to be followed immediately by the Anniversary Session at 8 p.m.

To the dinner would have come as invited guests many renowned figures whose names are well-nigh synonymous with the Association, some of whom have retired from active service while

others have moved from North Central territory and still others are yet spiritually if not functionally identified with the Association. The professional eminence achieved by many of these venerated characters justifies the feeling that the Association may truly consider itself fortunate to have had the benefit of their participation in its affairs. It is pleasant to contemplate what they would have discussed over their coffee cups and the "I remember when . . ." each would have been eager to relate if the proposed anniversary would have been held.

At the meeting following the dinner Dr. C. O. Davis, professor emeritus of secondary education at the University of Michigan, former secretary of the Commission on Secondary Schools, and long-time editor of the *Proceedings* and then of the QUARTERLY, would have formally presented to the Association the HISTORY OF THE NORTH CENTRAL ASSOCIATION which he recently completed at the request of the Executive Committee. Copies of this dignified, well-written and attractively-bound volume will, at an appropriate date, be distributed to the member institutions with the compliments of the Association. It is hoped indeed that those to whom it will be sent will make it permanently available for general reading in their respective institutions since it will be an institutional and not a personal gift.

Although the cancellation of the 50th Annual Meeting has prevented the immediate carrying out of these interesting plans, it is intended to provide for some observance of the Semicentennial in the next annual program of the Association. Doubtless such features as will still be timely then will be included.

The theme, "This Expanding World," would have key-noted this year's meeting of the Association. The place of science, intercultural relations, univer-

sal military training, and the like would have been discussed by selected individuals, and the respective commissions would have given joint attention to still other aspects of this theme, including the relation of labor and of business to the postwar world. It may be that this line of thought will carry over to 1946.

HARLAN C. KOCH

FRATERNAL DELEGATES RECEIVED AT THE
FORTY-NINTH ANNUAL MEETING

For years the North Central Association has been following the pleasant custom of exchanging friendly greetings with sister associations. Informal protocol requires that these messages be delivered by fraternal delegates officially chosen to represent their respective Associations at the annual meeting of the receiving Association. The following fraternal delegates appeared at the second general session of the North Central Association, Thursday afternoon, March 23, 1944.

New England Association of Colleges and Secondary Schools: GEORGE S. MILLER, Vice-President of Tufts College, Medford, Massachusetts, and secretary-treasurer of the Association.

Middle States Association of Colleges and Secondary Schools: HENRY GRATTON DOYLE, Dean of Columbian College, George Washington University, Washington, D.C., and vice-president of the Association.

Southern Association of Colleges and Secondary Schools: G. D. HUMPHREY, President of Mississippi State College, State College, Mississippi, and president of the Association.

Northwest Association of Secondary and Higher Schools: J. A. WOODARD, State High School Supervisor, State Department of Public Instruction, Helena, Montana, and vice-president of the Association.

MR. WOODARD'S REMARKS
AS FRATERNAL DELEGATE

Since the geographical "coverage" of the Northwest Association has some interesting and unusual ramifications, Mr. Woodward's remarks as fraternal delegate, adapted from the Stenotypist's notes, are printed below.

It is my pleasure to greet you and bring the greetings of the Northwest Association of Secondary and Higher Schools. Our Northwest Association is comparatively small—about 78 institutions of higher learning and 545 secondary schools. In order to make this greeting a little more personal, I am going to mention several states and territories which belong to our Association.

Seven states and two territories constitute the membership of the Association. Among these states the first one named would be Alaska. We no longer think of Alaska as the ice palace of America or "Seward's Folly," but rather as a region of great economic importance and also of great strategic importance in the prosecution of this war. We have the Territory of Hawaii. Up until two years ago we thought of Hawaii as a pleasure ground. When we mention the name of Hawaii nowadays, we think of Pearl Harbor. We are doing things today that will soon remove Hawaii from any thought of that tragic incident.

We have the state of California, the "Sunshine State," where the first word that the child learns is perhaps "daddy" and the next is "unusual," so he may be properly equipped to describe the California weather.

We have the great state of Idaho, the "Scenic State," the state of big potatoes and big ideals. We have the state of Montana, the "Glory of the West." Of all the states, she is easily the best. We in Montana admit it and sing it.

We have the state of Nevada, where the mines are. Nevada is known as the "Silver State." It is also the state of frequent changes as you may know. We were brave enough, about three years ago, to hold our executive meeting at that famous town where those quick changes are made. We took our wives with us. The trading must have been poor, because we brought them back with us. They told us they couldn't find anything quite equal to the men they had gone with.

Oregon is known as the "Beaver State," a

symbol of the way in which the Oregonians go after educational problems. Utah, I understand, got its name from the fact that the Ute Indians once roamed the plains of Utah. We have found the Utah boys good in every respect and they are in no sense "dead Indians" either.

Then, we have the state of Washington, the "Evergreen State"; also the state of the "long green," because the Washingtonians are able to take from us the cream of the crop in our own state of Montana.

Formerly, we had two other territories outside the bounds of the United States in which we had schools that were accredited, the Philippine Islands and Japan. I think the time will soon come when we will not have to pay any more attention to trying to adopt those policies that will save the face of Japan because when our boys get through with bombarding Tokyo, Japan will have no face to save.

Now, just a personal word, an expression of my appreciation of this opportunity to come again to an annual meeting of the North Central Association. I have been coming to the North Central Association meetings occasionally for a period of years. I have taken some part in helping with the checking of those annual reports. I have listened to the barrage of words in some of the meetings and I have always taken back something that is worthwhile for adoption in the policies of the Northwest Association.

In conclusion, I wish to say again, greetings from the Northwest, good luck, and goodbye for this time.

REVISED HANDBOOK FOR STATE COMMITTEES AND REVIEWING COMMITTEES

Editor's Note.—A preponderant percentage of the 3,037 high schools which now comprise the secondary school membership of the Association all too little understand the official procedures of the respective state committees and of the Commission on Secondary Schools whereby the status of each member school is determined year by year and the applications for membership by new schools are handled. Therefore, the second revision of the *Handbook*, authorized for distribution on December 8, 1944, is reproduced here. It should

be pointed out in the words of O. K. Garretson, secretary of the Commission on Secondary Schools, that "It is the hope of the Administrative Committee [of the Commission] that every member of the Commission, and, particularly those who serve on reviewing committees, will forward to the secretary all suggestions for the improvement of this handbook that may occur to them."

Two prefatory paragraphs deal with war emergency conditions as follows:

During the present emergency, the Policies, Regulations, and Criteria should be adhered to as closely as possible. Where it is impossible for a member school to fulfill all the requirements, recourse is to be had to Policy 8.* In such cases, the administrative head of such member school shall submit with his annual report a complete written statement outlining the efforts made to meet the requirements and requesting the consent of the Association to the particular deviation from the Policies, Regulations, and Criteria.

It is suggested that where such requests involve violations of Criterion 7† and show a sincere effort has been made to secure qualified teachers, and are approved by the state committee, that the reviewing committee to which they are referred approve them with the stipulation that the teacher or teachers be given conditional contracts. Such conditional contracts will require annual attendance at summer sessions or enrollment in extension courses. All such appointments are to be considered emergency appointments and, if the teachers have not fully met the requirements, terminated when the present emergency has passed.

The text of the *Handbook* following these two paragraphs is herewith quoted in full.

* Policy 8. In the case of individual schools of states, reasonable deviations from regulations and criteria may be accepted by the Commission and approved by the Association when recommended by the State Committee. Such recommendations must be supported by substantial evidence showing that these deviations are justifiable.

† This is the well-known criterion according to which all teachers for North Central schools are selected. See pp. 75-76 in the *Quarterly* for July 1944.

SUGGESTIONS TO STATE CHAIRMEN RELATIVE TO
PREPARATION OF REPORTS FOR THE
REVIEWING COMMITTEE

1. If any of your schools were warned, advised, or given qualified approval last year, attach a letter from the administrative head of the school to the report of each school explaining what, if anything, has been done to improve the condition that occasioned the warning, advisement, or qualification in approval.

2. Check all Form B blanks against the new teachers' official college transcripts or Form D blanks and indicate by red or blue pencil that this has been done. Also check to see that the number of new teachers listed on Form B agrees with the number reported under Item 7b.

3. After the meeting of your state committee fill in page four of each report. Note that each report is to be signed by the chairman at the bottom of the second column.

4. In cases where your state committee is recommending that a school be granted qualified approval, advised, warned, or dropped, attach such explanatory notes and correspondence as may be necessary to make the matter *entirely clear* to the reviewing committee.

5. In preparing the lists for the reviewing committees, please note that the forms for Schools to Be Warned and Advised, Schools to Be Advised, Schools to Be Qualifidly Approved, and New Schools, require that the action recommended by the state committee be stated. In the case of schools to be dropped, the reason for dropping must be given.

Please note that each of the lists provides a space for the signature of the state chairman.

6. It is requested that your state committee carefully consider each case before recommending that a school be warned, advised, given qualified approval, or dropped and in such cases as well as in situations in which high schools are applying for admission, *definite recommendations* be made to the Commission.

7. The lists of schools to be warned and advised, advised, qualifidly approved, dropped, new schools and unqualifiedly recommended schools should accompany the annual reports of the schools for which such action is recommended when they are checked in at the Secretary's office at Chicago. These reports

must be checked in at the Secretary's office *not later than 6 o'clock Monday evening*.

8. The "Complete List of Approved High Schools" should be held by the state chairman until after the action of the reviewing committees and then submitted *in duplicate* to the Secretary.

9. When your state committee recommends a school whose pupil-teacher ratio exceeds 30:0 for unqualified approval, a letter of explanation must be included showing that the school authorities are making every reasonable effort to improve the situation and that it would be of greater benefit to the high schools of your state to advise rather than warn this school.

10. Regulation 6, Section b, "The school year shall consist of a minimum of 36 weeks," shall be interpreted as equivalent to 172 days. The administrative Committee suggests that in rating the length of the school year the following plan be followed:

180 or more days actually in session—Superior
175-179 days actually in session—Satisfactory
172-174 days actually in session—Acceptable
170-171 days actually in session—To be advised
Fewer than 170 days actually in session—To be warned

However, when unavoidable difficulties such as epidemics during which the schools are closed by health authorities or other "acts of God" have arisen, the report should be accompanied by a letter of explanation from the school authorities. Such a letter should also carry the endorsement of the state committee.

11. No new school should be submitted to the reviewing committee of the Commission unless it carries the unqualified recommendation of the state committee.

12. In those states in which it is compulsory that schools applying for membership be evaluated by means of the Evaluative Criteria, all such data should be submitted with the application of the school.

13. It is imperative, in order that the reviewing committees may function efficiently, that all state chairmen be available throughout the entire day, Tuesday, devoted to the reviewing of the annual reports.

14. The chairmen of the reviewing committees are instructed to take no action contrary to the recommendations of a state committee

until after a conference with the chairman of that state committee. If the chairman of a state committee is not *entirely* satisfied with the action taken by a reviewing committee, subsequent to such a conference, he is *urged* to bring up the matter again at the conference between the chairmen of the reviewing committees and the chairmen of the state committees at 4:00 o'clock Tuesday afternoon.

15. It is to be clearly understood that a state committee has the right to appeal to the Commission from any decision of a reviewing committee.

SUGGESTIONS FOR CHAIRMEN OF ALL
REVIEWING COMMITTEES

1. *Bring your signature stamp with you.*
2. Be present at the informal meeting of the Commission on Secondary Schools and the members of the reviewing committees on Monday evening at 7:30 o'clock.
3. Obtain from the Secretary's office the annual reports of all schools referred to your committee by the various state committees before 8:30, Tuesday morning.
4. Before removing the reports from the Secretary's office, check the number of reports actually received from each state against the list submitted with them by the state chairman.
5. Enter the number of reports actually received on the form provided by the Secretary and initial the entry.
6. When your committee has gathered to start its work, indicate on your list of those appointed to work on your committee any who may be absent and add the names of any additional members that may be appointed by the Chairman of the Commission.
7. It has been customary for the committee member who actually checks the report to place his initials opposite the name of the school on the official list from the state chairman. Since it is sometimes desirable to know just who checked a report, the chairman of the reviewing committee *should have each member of the committee place his initials opposite his own name on the list of committee members.*
8. When your committee questions the recommendation of any state committee, call the chairman, or his representative, of that state committee before your group that he may offer additional information or explanations before adopting a recommendation to the Commission that is different from that recommended by the state committee.
9. When it is necessary to transfer a report to another committee, *none but the chairman*

shall fill out the transfer form, attach it to the report, indicate on the official list of schools submitted by the state chairman the committee to which the report was transferred, and take or send the report to the chairman of that committee.

On receipt of any transferred report the chairman of the committee to which it is transferred should *immediately* enter it on his official list of schools from the state in which it is located. The same procedure should be followed on re-referred schools. Careful attention to detail here will do much to prevent the misplacement or loss of reports.

10. Chairmen of all reviewing committees and chairmen of subcommittees where action has been taken differing from recommendations of state committees will meet with the twenty state chairmen at 4 P.M.

11. After your committee has completed its work, recheck your blanks against the official lists from the state chairmen; see that the action of your committee on each report is clearly indicated on the official lists; see that the space on page four of the report blanks, in which the recommendation of the reviewing committee is to be indicated is properly filled in; affix your signature in the third column of Page 4; fill in your summary report form; and check your reports back into the Secretary's office.

Also at this time turn in to the Secretary *your list of committee members showing those who were present and participated in the work of the committee.*

12. Consult with the Secretary relative to the nature of your report to the Commission on Wednesday. The girl in his office will type your report for you.

SUGGESTIONS FOR THE COMMITTEE ON SCHOOLS
UNQUALIFIEDLY RECOMMENDED

1. The chairman should organize his committee into subcommittees of two or three men each. Men who have previously worked on this committee should be asked to serve as chairmen of the subcommittees.
2. The chairman will distribute the blanks, all the blanks of each state being kept together, to the subcommittees, care being taken that *no subcommittee shall receive the reports of a state in which any member of the subcommittee resides or works.*
3. The chairman of the subcommittee should again check the report blanks against the official list submitted by the state chairman and see that the list is properly signed by the state chairman.

(a) The subcommittee should then start with any one of the first five schools and check carefully each fifth report thereafter.

(b) If irregularities are found in the reports of any state, the chairman of the subcommittee will consult with the Chairman of the Committee on Schools Unqualifiedly Recommended. If the matter is not readily explained, the Chairman of the Committee on Schools Unqualifiedly Recommended will ask the state chairman whose school is under consideration to appear before the committee. If the state chairman cannot explain the situation to the satisfaction of the Committee, then *each* report from that state will be carefully checked.

(c) Although each item of the annual report should be checked, the subcommittees will examine with particular care the reports of schools that were qualifiedly approved, advised, or warned last year. Careful consideration should be given to the action taken to improve the situation that occasioned the qualification, the advising, and/or warning (the state chairman should include with the report blank a detailed statement from the administrative head of the school showing steps taken to correct such situations.)

Examine Page 4 to see that the state chairman's signature and the recommendations of the state committee are properly entered.

Check Item 7d against 8a.

Check the mathematics of Item 8i and 8j. If the pupil-teacher ratio is greater than 30.0, the report blank must be accompanied by a letter from the state chairman showing why the school is unqualifiedly recommended. This letter must be brought to the attention of the Chairman of the Committee on Schools Unqualifiedly Recommended. He will determine whether to recommend the school for unqualified approval or retain the blank for the consideration of the committee as a whole.

There should be some indication that every item on Form B has been checked by the state committee. Check the number of teachers reported on Form B against Item 7b.

5. Refer to Committee on Schools to Be Dropped any school not in the highest class of schools as listed by the state educational authorities (Item 2, Annual Report).

6. Refer to the Committee on Schools to Be Warned and Advised:

(a) All three-year high schools employing fewer than four full-time, or equivalent, teachers; all four-year high schools employing fewer than five full-time, or equivalent teachers; all six-year high schools employing fewer than seven full-time, or equivalent, teachers.

(b) All three-year high schools requiring fewer than twelve units for graduation and all

four-year schools requiring fewer than sixteen.

(c) All schools reporting they were in session fewer than 170 days last year unless there is an acceptable explanation from the state chairman.

(d) All schools with recitation periods less than forty minutes in length.

(e) All schools whose summer sessions required less than 120 clock hours of class work for one unit of credit.

(f) All schools with a pupil-teacher ratio greater than 30.0, unless the accompanying letter of explanation and statements of the state chairman convince the committee that school authorities are making all efforts possible to improve the situation and that more harm than good would result from a warning.

(g) All schools in which more than twenty-five percent of the *total* number of pupils are enrolled for five or more units for credit.

(h) All schools failing to meet any other regulation or standard of excellence as set forth in the Criteria.

7. Refer to the Committee on Schools to Be Advised:

(a) All schools reporting they were in session 170 or 171 days last year, unless there is an acceptable explanation from the state chairman.

(b) All schools with a pupil-teacher ratio greater than 30.0 that were not referred to the Committee on Schools to Be Warned.

SUGGESTIONS FOR THE COMMITTEE ON SCHOOLS TO BE WARNED

1. It may not be necessary to divide this committee into subcommittees, but in the event that it is divided into subcommittees, *it must be clearly understood that the subcommittee should not call in state chairmen for conferences. The chairman of the committee as a whole must conduct such conferences as provided in Item 2 below.* It is suggested:

(a) That the chairman of the committee arrange the reports of the various states in some definite order.

(b) Notify the various state chairmen of the approximate time the committee will consider the reports of their states and ask that they be present.

2. When the reports of a state are considered, *the chairman of the state committee being present,* the chairman of the committee will read to his committee the recommendation of the state committee and acquaint them with any supplementary data available that bear on the case. The state chairman

should then be asked if he has any remarks or comments to add. Members of the committee may at this time ask any questions necessary to clarify the situation in their minds. After the situation is clearly outlined in the minds of the members of the committee, a vote should be taken to determine the action to be recommended to the Commission.

If the state chairman is not satisfied with the decision, he should be prepared to state his objections when the twenty state chairmen and the chairmen of reviewing committees meet at 4 o'clock that afternoon.

3. It is suggested that the following general practice be followed—unless the committee is satisfied by the accompanying letter of explanation and the statements of the state chairman, that either the school administration is making all the effort possible to rectify the situation and/or that a warning might do more harm than good.

(a) In cases where second warnings are recommended and the reviewing committee feels a second warning is justified, the chairman of the reviewing committee should list those schools separately and prepare in each instance a digest of the reasons for such action since a second warning must be approved by a three-fourths vote of the Commission.

(b) Warn all three-year schools employing fewer than four, or equivalent, teachers; all four-year schools employing fewer than five, or equivalent teachers; and all six-year schools employing fewer than seven, or equivalent, teachers.

(c) Warn all four-year schools requiring less than 16 units and three-year schools requiring less than 12 units for graduation.

(d) Warn all schools reporting they were actually in session fewer than 170 days. Refer schools in session 170 or 171 days to the Committee on Schools to Be Advised.

(e) Warn all schools whose summer sessions require less than 120 clock hours of class work for one unit of credit unless evidence is submitted showing that the school is operating on a qualitative basis and this qualitative basis has been approved by the state committee.

(f) Warn all schools with a pupil-teacher ratio greater than 30.0.

(g) Warn all schools in which more than twenty-five percent of the total number of pupils are enrolled for five or more units for credit.

(h) Warn on the recommendation of the state committee schools that have flagrantly violated Criterion 10b. In cases where there has been only one violation and there are

mitigating circumstances, refer to the Committee on Schools to Be Advised.

(i) In general, warn for the violation of any regulation or failure to meet the standards of excellence set forth in the Criteria unless the State Committee shall have submitted convincing evidence that such warning is inadvisable.

4. When a state committee has recommended that a school be both warned and advised, the Committee on Schools to Be Warned will act on the items on which warnings are recommended, enter its decisions on Page 4 of the annual report, and then transfer the blank to the Committee on Schools to Be Advised for action on the items on which the state committee has recommended that the school be advised. The chairman of both reviewing committees will sign on Page 4 of the blank.

SUGGESTIONS FOR THE COMMITTEE ON SCHOOLS TO BE ADVISED

1. The chairman should divide his committee into two or more subcommittees. A person who has worked on this committee before and preferably is, or has been, a member of a state committee should serve as chairman of each of the subcommittees.

2. The chairman should then divide the reports, by states, among the subcommittees. So far as possible, he should avoid giving to a subcommittee the blanks from a state in which any member of that subcommittee works or resides.

3. Before considering the schools of a state, the chairman of the subcommittee should check the report blanks actually received against the accompanying list of schools to be advised submitted by the state chairman.

4. The chairman of the subcommittee will read to the members of his group the recommendations of the state committee relative to the advising of each school and acquaint them with any supplementary data available that may be pertinent. A vote should then be taken on the action to be recommended to the Commission.

5. In all cases in which insufficient data are available to render the case entirely clear to the members of the subcommittee, or in which the subcommittee does not feel that it can follow the recommendation of the state committee, the report should be referred to the *Chairman of the Committee on Schools to Be Advised*. The chairman will, after all other reports from that state have been examined or passed on, request the state chairman, whose recommendation has been questioned, to come before the committee as a whole and

explain the reasons for the recommendation and to answer such questions as may seem necessary to clarify the situation. A vote of the entire committee should then be taken on the action to be recommended to the Commission.

6. In the interest of uniformity, it is suggested that the committee recommend for advisement:

(a) All schools actually in session only 170 or 171 days.

(b) All schools that have violated Criterion 10b only once during the school year and in which the violation was not willful.

(c) On the recommendation of the state committee, all schools violating regulations or criteria when extenuating circumstances are present which, in the opinion of the committee, render a warning too severe.

7. It is suggested that, since it seems that greater uniformity of practice can be obtained by centering the responsibility for decision in one group, all reports showing violations of Criterion 10b or a pupil-teacher ratio of greater than 30.0 be referred to the Committee on Schools to Be Warned and that the Committee on Schools to Be Advised advise only those returned from that committee.

SUGGESTIONS FOR THE COMMITTEE ON SCHOOLS QUALIFIEDLY RECOMMENDED

This is essentially an emergency committee and its function is to consider violations of the Policies, Regulations, and Criteria that have been occasioned by the war emergency. (See page 1 of this handbook).

1. The chairman should divide his committee into subcommittees of about three men each.

2. The chairman should distribute the reports, all of the reports of each state being kept together, to the subcommittees. *Care should be taken that no subcommittee shall receive the reports of a state in which any member of the subcommittee works or resides.*

3. The chairman of the subcommittee should immediately check the reports received against the official list submitted by the state chairman and see that the list is properly signed by the state chairman.

4. The chairman of each subcommittee will distribute two or three report blanks to each member of his subcommittee. When each subcommittee member feels he is thoroughly conversant with the details of the blanks before him, he will so advise the subcommittee chairman. When all subcommittee members are ready, the subcommittee chairman will ask each to present the cases before him to the subcommittee for consideration. Should

the subcommittee feel that every reasonable effort has not been made to meet the regulations or criteria in any case and that they cannot approve the recommendations of the state committee, the report blank will be set aside to be referred to the chairman of the committee as a whole. When all reports of any state have been considered, they will be returned to the chairman of the committee and his attention will be called to the report blanks concerning which the subcommittee does not agree with recommendations of the state committee.

5. The chairman of the committee will then ask the state chairmen whose reports are under consideration to come in and present the situation to the committee as a whole. After discussion, the chairman will poll the committee and record the action recommended.

6. Should the committee as a whole feel that it cannot recommend qualified approval, the chairman will fill out a transfer blank, referring the case to the Committee on Schools to Be Advised, attach it to the report, indicate on the official list submitted by the state chairman the committee to which it was referred, and send the report blank to the Chairman of the Committee on Schools to Be Advised.

SUGGESTIONS FOR THE COMMITTEE ON NEW SCHOOLS

1. It is suggested that the chairman divide his committee into subcommittees of three or more members, at least one of whom shall have served on reviewing committees of the Commission in former years.

2. The chairman should distribute the reports to subcommittees, two or three to each. Insofar as possible, avoid giving a report from a state to a subcommittee, any of whose members work or reside in that state. Reports from each state should be examined by a subcommittee composed of members from other states.

3. Each subcommittee should carefully examine each report before it, considering all supplemental material, giving particular attention to the report of the survey by the committee using the Evaluative Criteria, if one has been made, and to the recommendation of the state committee. After the subcommittee feels that it is thoroughly familiar with the facts and is ready to make recommendations on the reports in its possession, it should so advise the chairman.

4. When all subcommittees have indicated their readiness to report, the chairman will call the committee to order and ask one of

the members of each subcommittee to present to the committee as a whole the recommendations of the subcommittee on the application. If a question arises or the committee is in doubt as to the advisability of recommending the school for membership, the chairman will request the interested state chairman to appear before the entire committee. The committee should consider all schools applying for membership from one state before taking up the applications from another state. After all members are conversant with the facts and the state chairman has been excused, the chairman will poll the committee and record the decision on page 4 of the report blank and also on the official list supplied by the state chairman. This procedure will be followed until all applications have been acted upon.

5. It is suggested that the only schools recommended for membership be those that:

(a) Comply with every regulation and rate satisfactorily on each of the criteria. It is easier to secure improvement of a situation when a school desires to be admitted than after it is admitted.

(b) Will probably have no difficulty in continuing to meet the conditions for accreditation and of maintaining the standards of excellence as set forth in the Policies, Regulations, and Criteria for the Approval of Secondary Schools.

(c) Have been recommended, without qualification, for membership in the Association by the state committee.

SUGGESTIONS FOR THE COMMITTEE ON SCHOOLS TO BE DROPPED

1. Since there are relatively few schools referred to this committee, the committee can, and should, work as a unit.

2. The chairman should read to the members of his committee the recommendations of each state committee and acquaint them with any supplementary data available which may bear on the case under consideration. In some cases in which a school has been recommended by the state committee to be dropped, the principal or other official representative from the school may be present to protest the action. In such instances the chairman should invite the school's representative to appear before the committee to present his point of view. After he has been heard by the committee, the chairman should request the state chairman also to appear before the committee to give such information as the committee may desire. In cases in which the recommendations of the state committee are not contested, it is not necessary to call in

the state chairman unless the committee desires additional information or feels that it cannot follow the recommendations of the state committee. *Before any action contrary to the recommendation of the state committee is taken, the chairman of the state committee or his representative must be informed and given an opportunity to appear before the committee.*

After all available data are in the possession of the members of the committee, a vote shall be taken to determine the recommendation of the committee to the Commission.

3. Should the committee vote not to drop the school as recommended by the state committee, the chairman will make out a transfer blank referring the report to the Committee on Schools to Be Warned and note its disposition on the list submitted by the state chairman. When he delivers the report to the Chairman of the Committee on Schools to Be Warned, he should explain the reasons his committee advanced for not following the recommendations of the state committee that the school be dropped.

RULES OF PROCEDURE COMMISSION ON SECONDARY SCHOOLS

ARTICLE I. OBJECT

The object of the Commission shall be to represent the member secondary schools in their relations with the Association and to encourage and assist these schools in the development, maintenance, and continued improvement of a program of secondary education that will satisfy the needs, interests, and abilities of the individual pupils.

ARTICLE II. MEMBERSHIP

Section 1. The Commission on Secondary Schools shall consist of the members of the committee on secondary schools for each of the several states comprising the territory of the Association and eighteen other persons elected by the Commission, subject to the approval of the Association, for a period of three years, one-third of this number to be elected each year.

Section 2. The state committee on secondary schools shall consist of the high school visitor or corresponding officer of the state university, or a member of his staff designated by him; or, in case there is no such officer, some member of the faculty designated by the president of the state university; the inspector or supervisor of high schools of the state department of public instruction; or, in case there is no such officer, a member of the staff of the commissioner of education or su-

perintendent of public instruction designated by him; and, for states having fewer than 300 high schools accredited by the Association, three administrative heads of secondary schools accredited by the Association; and, for states having 300 or more high schools accredited by the Association, five administrative heads of secondary schools accredited by the Association.

In the event that the president of the state university should refuse or fail to designate a member of the faculty to serve on the State Committee on Secondary Schools, and/or in the event that the superintendent of public instruction or commissioner of education should refuse or fail to designate a member of his staff to serve on the State Committee, the Executive Committee of the Association shall fill the vacancies by nominating for election by the Association persons recommended by the Commission on Secondary Schools.

The administrative heads of secondary schools to be included in the membership of a state committee shall be recommended for membership by the association of high school principals of member schools or corresponding organization of the state, and their names shall be transmitted to the Secretary of the Commission on Secondary Schools by the chairman of the state committee. All members of the State Committee on Secondary Schools shall be nominated by the Executive Committee for election by the Association. The term of membership of administrative heads of high schools on state committees shall be three years, and no such member shall serve more than two consecutive three-year terms.

Section 3. No member of the Commission on Secondary Schools may serve for more than six years consecutively, excepting (1) the two members of each state committee who represent the state university and the state department of public instruction respectively and who automatically shall remain members of the Commission until their retirement from the state committee, and (2) the members of the Administrative Committee of the Commission on Secondary Schools who automatically shall remain members of the Commission until their retirement from the Administrative Committee.

Section 4. In those states having an inspector of schools or other person with similar duties appointed by the state university, such person, or member of his staff designated by him, shall be the chairman of the state committee. In those states where there is no such official appointed by the state university, the inspector of schools or other person having

similar duties appointed by the state superintendent of public instruction or state commissioner of education shall be the chairman of the state committee. In all other states, the chairman of the state committee shall be elected by the Association in accordance with the provisions of the constitution.

ARTICLE III. OFFICERS AND COMMITTEES

Section 1. The officers of the Commission shall be a chairman, a vice chairman, and a secretary. They shall be elected at the annual meeting of the Commission for a term of one year or until their successors are elected and installed.

Section 2. The Chairman shall be the executive officer of the Commission and shall preside over all meetings of the Commission and shall call and preside over all meetings of the Administrative Committee of the Commission. He shall be ex-officio member of all standing and special committees and shall perform all such duties as usually pertain to the office of chairman.

Section 3. The Vice-Chairman shall, in absence of the Chairman, preside over all meetings of the Commission and of the Administrative Committee. In the event of the permanent absence of the chairman, he shall succeed to the office of Chairman and perform all the duties pertaining to that office.

Section 4. The Secretary shall keep all minutes of the meetings of the Association, of the Administrative Committee, and all other necessary records. Within thirty days after the close of each meeting of the Administrative Committee, he shall prepare and forward to the chairman of each state committee a copy of the minutes of such meeting. In the interim between meetings of the Commission and in response to requests from the chairmen of state committees, he shall interpret the provisions of the Policies, Regulations, and Criteria. Any appeal from the interpretations and decisions of the Secretary of the Commission shall be made to the Executive Committee of the Association.

Section 5. There shall be an Administrative Committee of the Commission composed of the Chairman, the preceding Chairman, the Secretary, and four (4) members elected by the Commission at the time of the annual meeting for four-year terms, one member to be elected each year.

During the interval between the Annual Meetings of the Association, the Administrative Committee of the Commission on Secondary Schools shall have the authority to carry on the necessary business of the Commission on Secondary Schools.

All acts of the Administrative Committee shall be subject to review by the Commission except where the Committee has been given final authority.

Section 6. In addition to ex officio members, the Executive Committee of the Association consists of four (4) elected members, one term expiring each year. The Commission on Secondary Schools shall suggest to the Executive Committee each third year one member of the Commission for nomination to the Association for election to the Executive Committee.

Section 7. The Chairman of the Commission shall appoint a committee of three members whose duty it shall be to nominate suitable persons for each of the elective offices of the Commission. Nothing in this section shall be construed to limit the privilege of any member of the Commission to nominate officers from the floor.

ARTICLE IV. FUNCTIONS

The Commission shall prepare for the guidance of member schools and secondary schools seeking the approval of the Association a bulletin setting forth policies, regulations, conditions for accrediting, and criteria for the evaluation of secondary schools. Prior to the publication of this bulletin, it shall be submitted by the Executive Committee to the Association for approval or rejection.

The Commission shall receive and consider applications and reports from secondary schools within the territory of the Association seeking approval for membership in the Association; shall make such examinations and evaluations of these schools as it deems necessary; shall make such examination and evaluation of member schools as conditions may require; shall request periodic reports from member schools; shall prepare a list of secondary schools recommended by the Commission for accrediting by the Association; shall submit to the Executive Committee for final approval by the Association the lists of members elected by the Commission; shall submit for approval to the Executive Committee its proposed budget; and, with the approval of the Executive Committee, shall make and publish studies of educational problems.

The Commission on Secondary Schools may, with the approval of the Executive Committee, grant a secondary school the necessary freedom to carry on any educational experiment that the Commission has approved.

ARTICLE V. MEETINGS

The annual meeting of the Commission shall be held at the time and place of the Annual Meeting of the Association.

ARTICLE VI. QUORUM

At any meeting of the Commission a quorum shall consist of thirty (30) members of the Commission representing a majority of the member states.

ARTICLE VII. AMENDMENTS

These rules of procedure may be amended at any regular meeting of the Commission by a majority vote of the members present provided such amendment has been presented to the Commission and delivered to the Secretary in written form twenty-four hours prior to the vote.

CONTRIBUTORS TO THIS ISSUE

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LINES OF PROGRESS FOR THE COMMISSION ON COLLEGES AND UNIVERSITIES¹

JOHN DALE RUSSELL
Secretary of the Commission

THE writer's experience as an officer of the Commission on Colleges and Universities is too brief to afford an opportunity for valid judgment concerning progressive developments that ought to be undertaken. Perhaps there is some advantage, however, in combining the impressions of one who has long been a close observer of the Association's activities, though outside its official family, with ideas gained through a brief experience as an officer of the Commission. Certainly the correspondence that comes to the Secretary's desk, the local and long distance telephone calls that he receives, and the personal conferences with those who call at his office have already impressed upon the writer the need for certain extensions of the activities of the Commission on Colleges and Universities.

When the present accrediting procedure was adopted in 1934, the Statement of Policy declared unequivocally that a continuing study and revision of the procedure would be necessary.

The effect of this program of accrediting upon the welfare of institutions is the vital matter in its formulation and adoption. Continuous study leading to adjustment and improvement is accepted as necessary to the full fruitage of the plan and will be considered an integral part of the regular accrediting activities of the Association. It shall be the policy of the Commission to study the operation of the principles given in this statement of policy and of the detailed procedures described in the Manual.

This mandate has been faithfully carried out. Studies that have been conducted through the office of the Secretary of the Commission and by special

committees have been reported at frequent intervals in the pages of the QUARTERLY. Of late the central officers of the Association, organized in the Executive Committee, and especially the Committee on Policies and Plans, have shown some reluctance to grant budgetary support for such activities, but there is still an on-going program of investigation that looks toward the improvement of the accrediting procedures. This is a work that can never be finished.

While the general formulation of the accrediting procedure appears to be entirely sound, at some points it urgently calls for improvement. An example is the procedure for appraising the quality and the usefulness of physical plant; an investigation in this area is just now being undertaken. The area of institutional administration is another example of a phase of the accrediting procedure that now needs study. This work of continual revision and improvement of the accrediting procedure is so important that it deserves first place in the list of activities for the Commission on Colleges and Universities. It is no novelty, however, and for that reason can be passed with a bare mention.

A LIBRARY CHECKLIST

Recent revisions of the procedure for the evaluation of library services in

¹ EDITOR'S NOTE. This is the first of a short series of forward-looking articles prepared by the respective secretaries of the Commission and of the Association at large. The others will appear from time to time. Mr. Russell welcomes discussion of his proposals.

colleges and universities have revealed an area in which the Association could be of great help to the institutions of higher education. The appraisal of the holdings of library books is now made by means of a checklist. To consider every book in the library is entirely too burdensome, so a short checklist was prepared as a sample of the general reference holdings in the library. This short list was thoroughly tested and proved to be an adequate sample of the entire library holdings. But immediately the institutions want to use this sampling as a buying guide. This practice not only destroys the validity of the checklist, as a measuring instrument for evaluating the entire library collection, but it also furnishes poor guidance for the improvement of the library collections of most institutions. The checklist contains many titles which would be needed only in the more extensive libraries of larger institutions, such as the universities, and because it is a sampling list only, it omits a great many titles that are important for every institution.

The librarians in the colleges are eagerly seeking for guidance in the selection of books; they cannot be blamed for using the North Central checklist for this purpose, even though it was not designed to serve that end. It would be a most useful project for the North Central Association to undertake the compilation of an extensive list of books that are desirable for college libraries. To be of greatest help this list should be divided into categories, not only according to the usual subject-matter fields, but also according to the relative usefulness of the books. What is needed in the list is an arrangement something like the Thorndike Teachers Wordbook, which divides the words of the English language according to the frequency of use into the

first thousand, the second thousand, the third thousand, and so on. Such a list of library books would have to be continually supplemented in order to include the newly published materials.

Once such a complete list was developed, the accrediting procedure could then be improved by preparing a short checklist which would be a random sample of the entire list and which would be chosen so as to differentiate between the books of the various levels of usefulness. In the accrediting procedure it would be helpful to know, for example, that a college library, though small, has a high percentage of the most useful books, as contrasted with another college library of the same size which might have an almost equal percentage of books from all levels of usefulness. The short checklist could be changed frequently by drawing a new sample from the entire list. This would prevent the short checklist from being used also as a buying guide.

The project that is here described is a large one. It would require the co-operation of librarians and scholars in every field of human knowledge, as well as a central organization for the collection of data. In the opinion of the writer there is nothing that would be more useful at present in the improvement of college libraries, outside of larger funds, than the development of such a book list.

A RESEARCH SERVICE

The larger institutions can set up within their own organizations an agency or agencies to deal with recurring problems by research methods. Some of the smaller institutions have one or more staff members who are competent to undertake this kind of activity, but most colleges have only limited facilities for solving their institutional problems by research methods. A central organization, equipped with

a research staff, could be set up to serve effectively a large group of institutions, such as the members of the North Central Association. The venture known as the "Cooperative Study of General Education" has shown the feasibility of this sort of organization. The Cooperative Study of General Education was a temporary arrangement, supported by a special grant from an endowed foundation, and rather restricted in its areas of interest. What is needed is a continuing agency for a service that could give help on any kind of institutional problem. The office of the Commission on Colleges and Universities of the North Central Association would be an ideal location for this research service, because of the vast amount of pertinent data contained in its files.

Questions that should be answered by research methods continually come to the Secretary's attention through correspondence and personal conferences. Because of the lack of staff and time, most of these questions must be answered from general impressions and without the benefit of careful investigation. It is outside the scope of this paper to suggest ways and means of financing a central research service, but the project itself is one that merits consideration in the future development of the Commission's activities.

INSTITUTIONAL POLICIES IN DEALING WITH TRANSFER STUDENTS

The original understanding on which the activities of accrediting associations were based included the idea of facilitating the evaluation of records for students who transfer from one college to another. In theory the accredited institutions will accept by transfer toward their degrees only credits from other accredited institutions. The whole process of institutional evaluation for membership in the Association is set up,

in part at least, to assure that credits from member institutions will represent a reasonably substantial accomplishment. One of the great advantages of membership in an accredited association is supposed to be this ready acceptance of credit for the students of the institution who transfer to other recognized colleges and universities.

The corollary of this principle is that a student from an unaccredited institution is expected to face considerable difficulty in having his credits accepted at a "standard" college or university. In actual practice the corollary appears not to be true. Most college and university admission offices, in determining the treatment of transfer students, apparently use the list of institutions prepared by the American Association of Collegiate Registrars. The recognition given an institution on this list of the Association of Collegiate Registrars is based on the practices of the state university or other large university in the region of the college with respect to acceptance of transfer credits from it. An individual university, however, may at times be subject to pressures such that it cannot afford to refuse an overly generous treatment of transfer students from certain unworthy institutions. The opposite situation may also prevail. The writer knows of one instance, not in the North Central Association territory, where because of a "feud" between the state teachers colleges and the state university, the credits from the former institutions are blacklisted through the action of the university, even though the teachers colleges are members of the regional accrediting association.

It would seem that the judgment of the accrediting agencies regarding the quality of an institution's program ought to be better than that of any single university. If not, the accredi-

ing agencies must find other bases for attracting institutions to their membership. A searching investigation is needed into institutional practices regarding the acceptance of transfer credits. The need is also indicated for some revision of the policy in many member institutions, in order to correct the practice that now permits unaccredited institutions to state in their catalogues, "Our students receive full credit on transfer to all universities of high standing in the country." Lenient policies in dealing with transfer students from unaccredited institutions are

tions offering work beyond the high school in the territory of the North Central Association are accredited by the Association.

A large number of those that are not now members are attempting to improve their programs so as to qualify for membership. Practically all of them feel the need of some outside guidance in the process. It might be argued that an institution's lack of strong local leadership, with the knowledge and vision of what is required to maintain a good college, would in itself be evidence of fundamental weakness and a sufficient rea-

PERCENTAGE OF HIGHER INSTITUTIONS IN NORTH CENTRAL ASSOCIATION TERRITORY
(EXCEPT MONTANA) ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

Type of Institution	Total Numbered in Territory ¹	Number Accredited by NCA	Percentage Accredited
Universities and Colleges.....	277	205	74.01
Professional and Technological Schools.....	105	7	6.67
Teachers Colleges and Normal Schools.....	84	47	55.95
Negro Institutions.....	13	3	23.08
Junior Colleges.....	186	47	25.27
Total.....	665	309	46.47

doubtless a reflection of the mad scramble to increase enrollments that has characterized higher education during recent decades. If the postwar period brings the large increases in enrollment that many leaders expect, it might prove to be a good time for institutions to tighten up their admission procedures for transfer students. The Commission on Colleges and Universities could assist in such an endeavor by making a thorough study to reveal deficiencies in present institutional practices.

ADVISORY SERVICE TO NONMEMBER INSTITUTIONS

The accompanying table shows that a little less than half of the institu-

son for denial of accreditation. But the local leadership nearly always can be educated, and usually needs to be educated. The Association could do much to improve higher education in the region by providing an advisory service to nonmember institutions.

The Secretary's office gets frequent requests from nonmember institutions for assistance in the process of improving their programs toward eventual accreditation. Some help can be given in office conferences, but a thorough study of an institution is entirely beyond the limits of the time available. Furthermore, there is the difficulty that, having given official advice to an institution, the Association might feel committed to the recognition of the college when once it had met the suggestions for improvement in even a perfunctory manner.

¹ Taken from *Educational Directory, Part III, 1942-43*, U.S. Office of Education.

At present the policy of the Secretary's office is to suggest some person or persons who can render the desired counseling service to the institution. The examiners who are employed from time to time for surveys of colleges applying for accreditation are frequently suggested for this advisory service. This is a makeshift arrangement and might well be superseded by a more formally organized advisory service, with adequate safeguards, administered directly by the officers of the Commission on Colleges and Universities.

CLASSIFICATION OF MEMBERSHIP

At present the North Central Association has no qualitative classifications in its membership. An institution is either accredited or not accredited. Even the scope of the institution's program may be designated only by the distinction between junior colleges and degree-granting institutions; no statement may be made concerning the quality of its program. The Southern Association of Colleges and Secondary Schools follows a different policy. It has a "nonmember" list, the graduates of which are eligible to teach in accredited high schools. It also classifies the institutions for Negro students into an "A" list and a "B" list.

It is a matter of common knowledge that the North Central Association retains on its list a number of institutions that have become relatively weak. It is not too bold to say that at least 10 percent, possibly even 25 percent, of the present members might not be accepted if they were now applying for membership on the basis of their present qualifications. It is almost literally true that a newly applying college now has to be better than the lowest 25 percent of the member institutions in order to be accredited by the Association at present. The eliminative processes of

the Commission on Colleges and Universities in late years have not been so rigorous as its processes of admission.

With the techniques of institutional evaluation that are now available and used by the Association, it would be relatively easy to make distinctions in quality among the member institutions. Such a policy would also permit the extension of some sort of recognition to a good many institutions that are not now members of the Association, and would give such institutions just treatment in comparison with the weaker institutions now on the membership list. This policy would entail some administrative difficulties, and it would require an exhibition of academic courage on the part of the Board of Review, the Commission on Colleges and Universities, and the Executive Committee of the Association. A needed reform, however, should not be delayed or avoided merely because of administrative difficulties.

IMPROVED INFORMATION SERVICE TO THE PUBLIC

The present policy of publishing only a list of "member institutions," without qualitative definitions and without complete description of the scope of institutional programs, does not serve a need that comes to the attention of the Secretary's office continually. Telephone calls and correspondence bring frequent inquiries from prospective students or their parents regarding the comparative quality of various institutions. "Is X college a better institution than Y college?" "Where in the state of Z will I find the institution that is best equipped to serve a student that wants to major in history?" "Which of the colleges I am thinking of attending has the best guidance and personnel service?" To a host of questions like these the Secretary's office can only answer

in terms of membership or nonmembership in the Association. These inquirers uniformly feel that they have not had the kind of an answer the Association should give. The facts are that the Secretary's office does have sufficient information to give much more illuminating answers to many such questions, but the policies of the Commission and the Association forbid.

To meet this need the writer proposes that the Association should follow the policy of publishing regularly a bulletin giving extensive information about all of its member institutions. This would require no change in the official "Statement of Policy," which, since its adoption in 1934, has included the following paragraph:

The Association will publish one list of accredited institutions of higher education. Attached to the name of each institution in the list will be notations relative to such objective facts as are pertinent to a description of the characteristics of an institution.

All that is needed is an interpretation of this statement which will require the preparation of data, now available in the office of the Secretary of the Commission, in a form suitable for publication.

The plan of publishing complete information about the member institutions is not radical. It is already being followed in one state within the territory of the Association. The Ohio College Association annually publishes a bulletin of information, *To College in Ohio*,¹ about the members of that organization, giving such facts as the value of the physical plant, the number of volumes in the library, annual expenditures for library accessions, enrollment, total expenditure for educational purposes, educational expenditure per stu-

dent, number of full-time faculty, number of Doctors among the full-time faculty, student-faculty ratio, and expenses of attendance. A somewhat similar bulletin of information on the degree-granting institutions in New York state has recently been published by the New York State Education Department and has met an overwhelmingly enthusiastic reception from the counselors who give advice to students in the selection of institutions.

To develop such an information bulletin for the member institutions of the North Central Association would be a large task. It is not beyond the bounds of possibility, however; if the Ohio College Association can do it, the North Central Association ought to be able to undertake a project of comparable scope. The information published could include the percentile status of each institution on all the objective criteria for which data are available. The bulletin would not have to express a judgment about the relative quality of the member institutions, but any inquirer who could read the data would be able to make such a judgment for himself. There is no question about the usefulness of such a publication. The release of some of the facts might be embarrassing to some member institutions. It may be argued, however, that no institution which is unwilling to have pertinent information about its program made public is worthy of membership in an accrediting association.

SUMMARY

A half dozen suggestions have been made for lines along which the service of the Commission on Colleges and Universities might be improved and extended, in addition to the continual study and improvement of the accrediting procedures themselves. These lines of activity are:

¹ EDITOR'S NOTE. The latest revision of this bulletin is reviewed elsewhere in this issue of the *Quarterly*.

1. The development of a comprehensive list of books for college libraries, classified according to the degrees of usefulness;
2. A research service whereby members of the Association might have assistance in solving institutional problems;
3. A study of institutional policies with respect to the acceptance of credit by transfer from non-member colleges;
4. The development of an advisory service to non-member institutions;
5. Consideration of the desirability of setting up some classifications of membership to reflect well-known differences that exist in the quality of member institutions;
6. An improved information service about member institutions, to make available to the general public all the pertinent data concerning the quality of institutional programs that are available now in the files of the Commission.

The main lines along which accrediting has been carried on by the Commission on Colleges and Universities have proved to be thoroughly sound. The suggestions made in this paper are only extensions of the present areas of service and require no radical departure from the policies established in the 1934 revision of accrediting procedures. The suggested developments, however, would do much to improve the service of the Association to its own members, to non-member institutions, and to the public in general. The Association in the past has laid great emphasis on the maintenance of "standards." It is perhaps time now to shift the emphasis to "service."

THIRD REGIONAL MEETING OF THE ASSOCIATION

PAUL W. HARNLY

Wichita, Kansas

THE regional meeting of the North Central Association, held at Huntington, West Virginia, Saturday, December 8, was attended by more than 150 people representing secondary schools and higher institutions in West Virginia and Ohio. There were also some visitors from Kentucky.

A major purpose of this meeting was to bring to many who do not attend the Annual Meeting of the Association at Chicago some knowledge of the service activities of the Association and provide an opportunity to discuss problems of mutual concern. This was the third of a series of such meetings which began in 1941. The two previous meetings were held in Kansas City and Minneapolis. Inquiry of those attending revealed that from 50 to 75 percent had never attended any other meeting of the North Central Association. Although the conferences were authorized by the Executive Committee, the details of planning and arranging for them were assigned to the Sub-Committee on In-Service Training of Teachers of the Commission on Research and Service.¹

The following program was offered:

¹ The members of this committee are: LLOYD A. COOK, Associate Professor of Sociology and Education, Ohio State University, Columbus; PAUL R. PIERCE, Principal, Wells High School, Chicago, Illinois; E. R. SIFERT, Superintendent, Proviso Township High School, Maywood, Illinois; LOUIS W. WEBB, formerly Superintendent of Education, Northwestern University, Evanston, Illinois; C. A. WEBER, formerly Superintendent of Schools, Galva, Illinois, now Associate Professor of Education at the University of Connecticut, Storrs, Connecticut; and PAUL W. HARNLY, Principal, Wichita High School East, Wichita, Kansas (*Chairman*).

PROGRAM

9:00-10:25 FIRST GENERAL SESSION

Introductory Statement, "Purpose and Procedures of the Conference," PAUL W. HARNLY, Principal of East High School, Wichita, Kansas

"What the North Central Association Can Do For Our Schools," THOMAS R. HORNOR, Principal of Stonewall Jackson High School, Charleston, West Virginia

"The Program and Policies of the North Central Association," F. E. HENZLIK, Dean, Teachers College, University of Nebraska, Lincoln, Nebraska; President of the North Central Association

10:30-11:45 SECOND GENERAL SESSION

President HENZLIK, presiding.

"How Can the North Central Association Be of Assistance to Secondary Schools in Their Program for Promoting Teacher Growth?" A report of the study of In-Service Education of Teachers, C. A. WEBER, University of Connecticut, Storrs, Connecticut; Research consultant for the study

"How May Liberal Arts Colleges Prepare Better Secondary School Teachers?" A report of the Twenty-eight College Study, RUSSELL M. COOPER, Head of the Department of General Studies, University of Minnesota, Minneapolis, Minn.; Director of the study

"What Curriculum Aids Are Available to Secondary Schools?" The preparation and use of experimental units, R. B. PATIN, Principal of Shaker High School, Shaker Heights, Ohio; Chairman, Subcommittee on Social Studies

12:00-1:50 LUNCHEON MEETING

Toastmaster, J. D. WILLIAMS, President of Marshall College, Huntington, W. Va.

"Greetings," OLIN C. NUTTER, Superintendent of Schools, Huntington, West Virginia

"Policies and Problems of the Commissions"

a. "Colleges and Universities," KENNETH I. BROWN, President of Denison University, Granville, Ohio; Member Board of Review

- b.* "Secondary Schools," A. J. GIBSON, State Supervisor of High Schools, Charleston, W. Va.; Past Chairman of Commission
- c.* "Research and Service," JOHN R. EMENS, Director of Personnel, Detroit Public Schools; Secretary of Commission

2:00-4:00 DISCUSSION GROUPS

- 1. "Problems of Personnel," Chairman, JOHN R. EMENS; Resource Persons, F. E. HENZLIK, C. A. WEBER. The discussion will center around problems of securing competent teachers, their qualification, North Central Association requirements for teaching a given subject, how to assist inexperienced teachers or those returning to teaching after an absence of some years, and the improvement of the instructional program.
- 2. "Problems of Service Men and Women," Chairman, A. J. GIBSON; Resource Persons, J. HAROLD GOLDSHORPE, Specialist in problems of service men, from the American Council on Education; R. B. PATIN. This discussion will center around the giving of

credit for courses taken in the armed forces and for other experiences educationally valuable. It will also include the kind of a program which should be provided for those returning from the service.

- 3. "Problems of Colleges and Universities," Chairman, J. W. BROYLES, President, West Virginia Wesleyan College, Buckhannon, West Virginia; Resource Person, RUSSELL M. COOPER. Topics for Possible Discussion: Selective Recruiting for the Teaching Profession, Curricular Changes for the Postwar World, Democracy on the College Campus, Divisional Majors, and National Teachers Examination.

4:00-4:30 SUMMARY SESSION

Adjournment at 4:30 P.M.

The papers which immediately follow in this issue of the QUARTERLY were prepared by F. E. Henzlik, Thomas R. Hornor, and C. A. Weber for this meeting.

THE PROGRAM AND POLICIES OF THE NORTH CENTRAL ASSOCIATION

F. E. HENZLIK

University of Nebraska

TODAY, after a half century of service, the North Central Association is an organization of 3,037 high schools and 310 colleges located in twenty states. Each school and college is a voluntary member. Speaking broadly, the professional activities of the Association are carried forward by its three commissions; namely, the Commission on Colleges and Universities, the Commission on Secondary Schools, and the Commission on Research and Service. The Executive Committee over which the President presides is the agency through which the work of these commissions is coordinated and approved and by which the funds for the prosecution of the work of the commissions are appropriated.

At its opening session in 1895 the President stated that the purpose was to promote closer relations between high schools and colleges and to stimulate breadth, liberality, and growth on the part of these institutions, "in teaching the duties of life that arise from its greater relationships—such duties as come from the relation of parent and child, husband and wife, citizen and community, citizen and state, etc." Since that time, educational programs have been developing along these lines.

In the early years the Association set itself to the development and the administration of certain accrediting standards in schools asking for membership in the Association. These standards were definitely applied to all schools in 1906. The weakness of the purely quantitative standards soon be-

gan to reveal itself. Many changes had to be made. Independent items were criticized and changed from time to time and gradually these developed an overall point of view that standards should rest upon qualitative rather than on rigid quantitative measures. In other words, it was soon apparent that good schools, good teachers, and good learning could not always be described by merely quantitative measures. First, the Commission on Colleges and Universities set itself to the task of evolving a set of qualitative measures. These have been applied with success in recent years to programs of colleges seeking membership in the Association. Next, the Cooperative Study of Secondary School Standards took form and the results of that study have not only stimulated the improvement of programs in the secondary schools in the North Central Association but have served as a sense of direction and as the basis for in-service training programs in hundreds of schools that are not members of the Association. I want to compliment the school people of West Virginia on the successful work done in this state in using the results of the Cooperative Study to evaluate and improve your schools. Your good example is being followed in other states. In fact, everyone who has in recent years administered a school in any of the North Central Association states has been helped in one way or another by these or other studies sponsored and directed by the Association.

The influence and effect of the goals

or so-called standards are not always appreciated. Certainly, during the depression the Association did a yeoman's service in helping superintendents and Boards of Education to hold the line in retaining desirable teachers and in maintaining proper activities in their school programs. Had certain groups, antagonistic to education in those days, had their way our high school programs would have suffered irreparable injury and might have been completely abolished. Vested selfish interests were bent on retrenchment and curtailment regardless of the effect on children or institutions. The Governor of North Dakota at that time went so far as to sue the Association because he was not permitted to rape the colleges and high schools of that state. But the North Central Association stood firm in North Dakota as well as in other states, administering its program without fear or favor, safeguarding the schools and colleges against these unjust and unreasonable attacks.

While a few persons have at times criticized some of these standards, as a whole they have served to promote unity and stability in secondary and college education. For more than forty years they have served in general to stimulate schools and colleges to go forward in times of stress as well as in days of prosperity.

Any one who views the social and educational scene today cannot help but realize that we still need more than ever some force to help stabilize our schools and to give a sane sense of direction. To reveal clearly the essential nature of high school and college education and to stimulate unity and progress in our schools are services the Association seeks to render in the future as in the past.

The many accrediting activities have often led laymen and even school people

to look upon the North Central Association as only an accrediting association, completely overlooking the fact that many other equally important services are rendered. This regional conference, for example, is but one of several activities of the Subcommittee on In-Service Training of Teachers designed to give an opportunity to school people to learn of the policies and procedures of the Association as well as to consider educational and professional problems arising in relation to the war and post-war periods. This Subcommittee has sponsored and conducted many professional meetings—some for teachers and some for administrators. Have you read the North Central bulletin on In-Service Education which was developed under the leadership of Koopman, Harnly, and other members of this committee? Dr. Weber will perhaps tell you more about it later. This Committee is one of several subcommittees. Others are: The Subcommittee on Preparation of Teachers by Colleges of Liberal Arts whose recent publication *Better Teachers—Better Colleges* is worthy of your attention and study. Dr. Cooper, of the University of Minnesota, will discuss its activities with you. The Subcommittee on Teacher Certification has likewise rendered outstanding service and Dr. Emens of Detroit, Secretary of the Commission on Research and Service, is here to tell you about its activities and services.

Perhaps it is also fitting and proper to point out at this time some of the other projects of the Commission on Research and Service. The Committee on Experimental Units has for a number of years developed units of curriculum materials in the field of social studies and is now directing its energies in the areas of mathematics and the sciences. Already over 130,000 copies of these materials are being used in the

schools of this country. These units constitute some of the best and most important sources on social study materials available any place in the United States. It is interesting to note that these units are used as extensively in non-North Central Association Schools as by teachers in member schools.

The Committee on General Education issued its volume, *General Education in the American High School*, and at that time Dr. Charters in discussing it publicly said that it was the best contribution in the field in twenty years. A copy should be in the professional library of every high school teacher, principal, and superintendent. You will also profit by studying the bulletins, *Assignment of Teachers in Secondary Schools*, *Teacher Certification*, and still others that have been published from time to time under the direction of the various committees of the North Central Association.

It is not my purpose to describe in detail the work of these committees of the Commission on Research and Service or of the other commissions but to call attention to the fact that the North Central Association does stand for many kinds of services. Matters having to do with the accrediting of high schools and colleges are becoming more and more a secondary affair. They no longer are matters of primary concern.

In passing I should like also to mention briefly some of the work of the Executive Committee which renders service not only in coordinating the work of the Commissions but in releasing from time to time educational pronouncements and policies that help to clarify thinking and develop unity of action on educational issues in schools and colleges. You are familiar, no doubt, with the recent statements of policy of the Association in regard to such problems as (1) acceleration of

educational problems, (2) admission requirements to institutions of higher education, and (3) granting of blanket credit on the basis of service in the Armed Forces. These are but a few of such statements that have a good wholesome stabilizing influence on thinking and action in our schools and colleges. Had it not been for the leadership of the Association in this respect some very undesirable and extreme demands would have been forced upon schools in certain sections of the country. The results of these pronouncements will probably be more fully appreciated after the war.

The Association likewise furnishes opportunity through its activities and programs to profit by the thinking and leadership of some of the most outstanding minds in other professions and in industry as well as in college and secondary education. Men like Angell, Harper, Canfield, Coffman, Bagley, Judson, Hinsdale, and scores of others have served in official capacities and have given us their best thinking and service.

Thus the North Central Association renders many services that help to safeguard the schools and colleges in times of emergency and stress and serve to guide and stimulate constructive progress and growth of our schools and our profession at all times.

We must be ready to assume even greater leadership in the postwar era. Following the war, the schools must be prepared to move on many different fronts. We must come to a better understanding of the great problems that stir our society. Freedom and unemployment, race prejudice, compulsory military training, are but a few of the many problems that have tremendous implications for education. Adjusting our curricula and school procedures to meet the needs of returning veterans and war

workers will demand our best efforts and intelligence. We must again face the issue whether we are to have N.Y.A. schools and C.C.C. camps or whether we are going to adjust our curriculums in the high school and the college to care for youth. The whole area of adult secondary education lies before us. A proper balance between vocational and general education must be developed. These and many other is-

sues demand cooperative study and action which will yield the plans, procedures, and materials necessary to the development of good citizenship and competent leadership in the American way of life.

It is the purpose of the North Central Association to aid in furnishing such opportunities and in stimulating the schools and colleges to the progressive attainments of these ends.

WHAT THE NORTH CENTRAL ASSOCIATION CAN DO FOR OUR SCHOOLS

THOMAS R. HORNOR

Charleston, West Virginia

A CASUAL and somewhat superficial examination of the subject might lead one to conclude that there is something fundamentally wrong with our schools which needs correction. On the other hand, all that one needs to do is to reflect upon the achievement of our schools during the past few decades, and he must come to a full realization that they have produced a generation of people who are performing the almost miraculous in all fields of human endeavor.

The superiority of America in the arts of war, the gigantic production goals attained, and the balanced thinking of the people in a war social order all attest to the achievements of our schools. The fact that the processes of democratic government could function and we could hold a general election in the midst of the greatest war in human history is due in no small part to our schools. Thomas Jefferson, that great exponent of democratic government and public education, discerned well how essential an enlightened citizenship is to our common weal. Our schools have fully justified themselves, and there is not much that is basically or fundamentally wrong with them.

One of the great dangers, however, that everyone must guard against is that of a complacent attitude among those who are responsible for the maintenance of our schools. If the leaders in education should look about them and assume a self-satisfied air concerning their achievements, then grave consequences could follow. If, during the

postwar period, the forces of reaction gain ascendancy and economic retrenchment becomes the vogue, then our schools would suffer almost irreparable damage. That this could happen, is not outside the realm of possibility. On the other hand, that it should not happen depends upon a courageous leadership and a thorough education of the people in the economic and social values of our schools.

Every organized group in the field of education must be fully cognizant of the tasks which lie ahead, one of which is the maintenance of existing facilities and the expansion of further educational opportunities. The citizenship must be sensitized to the achievements of our schools and made to realize that the future welfare of the people economically, socially, and politically is in direct proportion to the expanding educational opportunities offered them.

The North Central Association, embodying the territory which makes up the heart of our nation, should take the lead in a program of sensitizing the people to the values of education. Americans have always been willing to pay for whatever appears to benefit them directly. The sum has never been too large nor the conditions so insurmountable that Americans will not respond generously and courageously if they understand for what purposes the money is being expended and what returns they may expect. The North Central Association can help our schools by a program of interpreting the schools to the people.

Walter H. Gaumnitz, specialist in rural education, U.S. Office of Education, writing in the November issue of *Education for Victory* has this to say:

To aid the nation's war effort the high schools have trained millions of young people for the war industries, and through changes in the curriculum and a "speed up" in the program they have served better the boys and girls who comprise so large part of the armed forces.

The question now is whether or not these schools will, with equal vigor, develop new educational services which will be needed when the fighting stops. Will they plan a school program geared to deal effectively with the peculiar social and economic problems of the postwar period? Or, will they look back upon the war period as an unhappy incident which they will strive to forget as quickly as possible, in order that they may return to the less hectic days of peace?¹

Mr. Gaumnitz has posed some very important questions which need to be answered. The answers must be in deeds and action rather than in mere words. The answer should arise out of a philosophy of education defined in the light of the function of education in American life throughout the post-war period.

Out of such a philosophy should grow a definition of objectives which would give place to the role of secondary education. These objectives should be functional not only as they relate to the selection and organization of instructional materials and processes but as they relate to the functioning of learning and the outcomes of learning with the individual and society.

Quoting Mr. Gaumnitz again:

It is at the high school age level that the schools have revealed their greatest weaknesses. This segment of education has been called upon at one and the same time to fit youth to live richer and more effectively in the varying conditions of life in which they find themselves, to lay soundly the founda-

tions for training in a multitude of vocations, and to prepare thoroughly for college those who aspire to the higher levels of education. These demands upon the high schools to be "all things to all men" have all but swamped many of them.²

The process by which the high schools have attempted to be "all things to all men" has been by adding new courses as new needs or new experiences arise. At no time has there been any notable attempt to evaluate the various courses and materials of instruction and eliminate that which has become vestigial. As a consequence the curriculum has become top heavy. Much of the time of the pupils is being spent treading nonfunctional courses and particularly nonfunctional instructional materials.

As a consequence there has been much superficial learning. Individual and societal needs cannot be satisfied in the postwar years with less than mastery learning. Mastery learning is learning to the limits of the aptitudes and capacities of the learner. Much of the restlessness and dissatisfaction found among persons results from the urges of their untrained and unused capacities. Complete adjustments cannot be made unless all of one's capacities are functioning.

Out of a revitalized philosophy and a refinement of objectives therefrom must come a re-evaluation of the curriculum if the questions raised by Mr. Gaumnitz are to be satisfactorily answered. Traditional subject matter lines must be severed. The "Around Robin Hood's Barn" approach to learning must be supplanted by the "Air Line" approach. By cutting across traditional subject matter lines, time and opportunity will be gained for mastery learning.

The North Central Association, comprised of the most virile men and women in the field of education in the

¹ Walter H. Gaumnitz, "High School Attendance and Post War Planning," *Education for Victory*, III (November 3, 1944), 7.

² *Loc. cit.*

country, can serve our schools by actuating the movement for re-definition of the philosophy and the objectives of secondary education and also a re-evaluation of the curriculum. It can provide the initial impetus to a movement which will make the curriculum encompass the living needs of those who are in our schools. It can also provide the leadership which can point the way to vibrant life situations embracing the materials of instruction to meet these living needs.

One of the purposes of the North Central Association has been to set standards by which the outcomes of education will be in line with existing and future needs. Through developing increasingly higher standards the Association has served well, but in the past it has had to rely too much on the physical elements which go to make up an educational program. If the schools are to meet adequately the living needs of the youth they are serving, there must be more than the physical elements as a measure of their effectiveness. The qualitative results must become the factor by which the effectiveness of schools is measured.

While the *Evaluative Criteria* went a long way toward achieving such a measure, that approach falls short of the desired goal. Another weakness lies in the fact that the criteria cannot or are not being applied to schools often enough to determine their continued effectiveness. The North Central Association can serve our schools by developing a measure of outcomes and placing its emphasis upon the high level of attainment of outcomes. There seems to be no better way of assuring a functional educational program than this approach to standardization.

"As is the teacher, so is the school" is a statement probably more nearly true in our country today than it was

when Charles Brooks gave it such wide currency in Massachusetts a century ago. Many obstacles have beset the proper development of education; many still beset its proper growth; but one of the most stubborn of these is the lack of adequately prepared teachers.

School terms may be increased, bigger and better school buildings may be erected, the materials of instruction may be expanded, more extracurricular activities may be engaged in, other extensions and increase in the quantity of schooling may be made. But the story of education from the beginning to the present shows that the most important part of the school is the teacher.

James A. Garfield's tribute to Mark Hopkins has become one of the familiar sayings in the literature of American education. What Garfield said to the alumni of Williams College of New York City in 1871 seems to have been about like this:

To all that has been said, I most heartily assent. No words of mine shall in any way detract from the importance of every thing that has been urged; but I am not willing that this discussion should close without mention of the value of a true teacher. Give me a log hut, with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus and libraries without him.

If justice and mercy are to supplant selfishness, greed, and lust for power; if brutal and bloody war is to shadow the face of the earth less than now; if poverty, racial, religious, political, social and economic intolerance and other insanities are ever to be banished from the world; the important role of the teacher must be more clearly recognized and appreciated than it is at the present.

Millions of children in our country are going to schools in charge of immature and uneducated leaders. Practically all states now issue war emergency permits or legalize the employment of

teachers with substandard qualifications by equivalent methods. The number of these permits has increased phenomenally during the war. In 1940-41 the number was 2,305; 1941-42, 4,655; 1942-43, 38,285; and in 1943-44, 69,423. The average number issued per state during 1943-44 was 1,446. The range among states was from 10 to 4,814.*

Dean O. G. Wilson of Marshall College has this to say in an article appearing in the *West Virginia School Journal*:

The successful teacher must have, of course, general and special knowledge adequate for the kind of position she holds. That is, she must be both educated and trained. The general knowledge should include more than the subject matter of textbooks. It should extend far beyond and should include a knowledge and an understanding of current events and of the major world problems. Special knowledge refers to professional training for teaching the particular subjects in the school. The teacher must know how to help boys and girls to learn economically and cheerfully. Only the trained teacher well versed in educational theory and skilled in practice can facilitate learning by employing methods and techniques appropriate to pupils interests and motives. The fundamental basis for success in teaching is and always will be the possession of both academic and professional knowledge. That fact is taken for granted in the consideration of the well rounded teacher.

If our schools are to be staffed by well rounded teachers who will direct learning to the limits of the aptitudes and capacities of the learner and carry out a school program geared to deal effectively with the peculiar social and economic problems of the postwar period, then all agencies of organized education must put forth super efforts to recruit and train such teachers.

In order to have an adequate number of well trained teachers, the social status of our teachers must be improved. It

is true that the high place of the teacher has been applauded throughout the recorded history of the human race, but mere praise will not suffice to entice a sufficient number of persons into the profession to serve the multitudes of young people who are crowding into the schools. A living wage commensurate with the dignity of the profession and the value of the services rendered must be provided. Security of position must be safeguarded and respect for the personality must be guaranteed if we are to be assured teachers of character and unusual ability.

Perhaps, if we are to have an adequate number of teachers and since education is a public enterprise, it may be necessary to have a public subsidy of the cost of the training for teaching. At least, scholarships should be provided which will enable many young people of ability who cannot otherwise bear the cost to prepare themselves for this profession.

Since the North Central Association is a coordinating agency of colleges and secondary schools, it can serve education by vigorously promoting a program of recruitment and training of teachers who will not only know what to teach but how to teach, thereby guaranteeing the strengthening of our democracy by education through great teachers.

Let me now summarize. I have suggested that the North Central Association can serve our schools by leading in a movement to acquaint the citizenship with the achievements of the schools and by bringing about a full realization that the future welfare of the people economically, politically, and socially is in direct proportion to the expanding educational opportunities offered them.

The Association can serve by initiating a study leading to a redefinition of the philosophy of education in the light

* Benjamin Frazier, "Wartime Changes in Teacher Certification," *The Education Digest*, X (November, 1944), 7-9.

of the function of education in American life throughout the postwar period and a re-evaluation of the curriculum thereby bringing it in line with the living needs of the pupils.

The Association can further serve by reorganizing its standards by which

schools are measured by making the qualitative results the factor by which the effectiveness of schools is gauged.

And, finally, the Association can serve our schools by promoting a program of recruitment and training of teachers.

A CHALLENGE TO TEACHERS IN SERVICE¹

C. A. WEBER

University of Connecticut

EDUCATING teachers in service is a paramount issue in American Secondary Schools. The study of in-service education made by the Subcommittee on In-service Training of Teachers demonstrated clearly that teachers, administrators, and supervisors agree on the generalization that every secondary school should have a well-organized program for promoting teacher growth.

We are holding this regional conference for the purpose of stimulating our own growth and for the purpose of experiencing, first hand, some of the techniques which can be used in a successful program of in-service education.

One of the most important aspects of a successful program for educating teachers in service is leadership with a vision. It is for the purpose of stimulating your thinking about the future that this discussion is presented.

If the secondary school were to remain as it is there would be less need for growth in service. But the secondary school is changing—and what is more important, it is likely to be changed much more rapidly in the not too distant future. Let us look ahead in secondary education.

Much of our thinking and talking about secondary education comes from seeing the objectives but missing the means for their achievement. I propose to discuss with you the problem of looking ahead in secondary education from the practical point of view. I think we could all agree that the secondary school should seek to produce:

- a. Graduates who are trained to make intelligent decisions with respect to their own future.
- b. Graduates who are trained to make intelligent decisions with respect to public policy in the community, in the state, in the nation, and in the world.
- c. Graduates who know how to think, which means graduates who know how to inquire.
- d. Graduates who know how to work with others, in a comparative way, for the purpose of formulating policies and plans of action.
- e. Graduates who know how to participate in making practical judgments in a democracy.
- f. Graduates who know how to cut through the confusion and conflict of differing beliefs to arrive at a practical way of resolving conflicts.

We see these objectives because we know that the fundamental question which faces us today and in the tomorrow is, "Shall the world be controlled by totalitarian power and methods or by the power and methods of democratic people?" We see these objectives because we know that if the world is to be controlled by the power and methods of democratic people, the people must be trained and educated so that they *know how* to make practical judgments in a democratic society. We see these objectives because we know that if the democratic way is to live, it must plan better than the authoritarian way; in short, it must be able to do all the things which the totalitarians do and do them better.

Yes, we see the objectives, but do we see the dense tangle of educational underbrush which must be penetrated to achieve these objectives? Let us

¹ Presented to Discussion Group No. 1, "Problems of Personnel," at the Huntington meeting.

look more closely. We see the secondary schools which are steeped in the tradition of a subject-centered curriculum where the attention of the learner is focused on the facts of science, history, mathematics, language, economics, vocational subjects, fine arts. We see these schools measuring their products in terms of facts remembered. We see these schools doing lip service to the objectives which we recognize as ours, but in practice we see them seeking these objectives only incidentally, their real objective being learning the facts.

Now facts are important. When the school superintendent goes before his board of education to make a plea for a higher salary schedule he must have facts, but more important, he must know how to marshal those facts to secure the desired results. All the facts in the world would not get the job done unless the superintendent knew how to use them in making a practical judgment.

The secondary school of tomorrow will seek to educate young people, directly, not incidentally, in the methods and techniques by which facts can be used to produce practical decisions.

But we also see the progressive secondary schools where the needs and interests of youth are being taken into account and wherein these needs are purportedly being met by a combination of subjects and activities. But strangely enough, to a major degree these schools continue to measure the product in terms of information remembered.

Both traditional and progressive schools have sought to break the hold of unlifelike academic practice; both have deplored the subject-centered education. Traditional schools have set out to teach the subjects in relation to living, to shift the focus of attention to these relations in living, and to promote mastery there as the subjects have bear-

ing. Traditional schools have been trying to teach the whole living person through the subjects.

Progressive schools have gone more directly to the living events, studied the activities within the stream of events, and conducted the learning situation in the midst of these activities. The progressive schools have thus broken more sharply from the traditional means in order to achieve their purpose. In spite of this effort the prevailing symbol of success is still the conventional academic device of marks in *subjects*.

Thus the secondary school has been vacillating for a quarter of a century between the education characterized by a stratified series of subjects in which measurement of pupil growth is in terms of facts and information memorized and the education characterized by concern for the growth of the whole child in which measurement of pupil growth is still in terms of facts and information memorized with the added development of attempting to measure attitudes developed and acquired.

In both types of schools, the traditional and the progressive, the implicit objective has been the same; namely, the development of a citizenry which has the abilities which I listed at the outset. But in both types of schools we have hoped to achieve these objectives as by-products of the educational pattern. The traditional secondary school hopes to produce capable citizens who know how to make practical judgments. The progressive secondary school hopes to do the same and has taken certain preliminary steps to do so, but measurement in both cases is not in terms of the objectives.

Thus, the secondary school instructional program, in both the traditional and progressive schools, continues to be oriented to theoretical interest.

Practical judgment has been neglected and has been shoved to the edge as "hoped-for collateral learning."

The public has recognized all this, and so do we. Our people are not at all satisfied with traditional education because they feel that mere knowledge of facts and information is inadequate to the making of practical decisions. Our people are not at all satisfied with progressive education because they do not understand its purpose and because the school is still measuring achievement in the same old terms of subject matter.

Neither the traditional nor the progressive secondary school has made its case with our people because the people want a form of public education which will educate youth in such a way that they know how to make practical judgments.

Secondary schools and colleges have been busily engaged for more than two decades on the development of "guidance programs." Has it ever occurred to us that the real reason for our efforts in developing guidance programs lies in the fact that we recognize the fundamental error of building school programs around subject matter discipline? We have became aware of the fact that our subject centered curriculum does not meet the significant needs of youth in a democracy because it does not educate our young people to make practical judgments. As a result, we have developed a side line to meet that need and have called it "guidance," defining that term as the process of assisting young people to make practical judgments. Thus guidance has become a compromise between what we know *we do teach* and what we know *we ought to teach*.

The secondary school of tomorrow will set about the task of educating pupils to make practical judgments as its major and paramount goal. Subject

matter will be looked upon merely as a means to an end, not the end itself. This does not mean abolishing subject matter, but it does mean discarding the theory that if people learn facts and acquire information that such learning and acquiring shall be the measure of achievement. It means that the school of tomorrow will measure pupils in terms of their ability to make individual judgments of practice and of their ability to work with others to make group judgments of practice.

The secondary school of tomorrow will cut through the morass ahead by re-orienting itself about a new and distinctive plan of action. *That plan of action will be to set out to achieve the objectives which we all see by a direct attack upon them.* The secondary school of tomorrow will no longer confine its efforts to teaching the things which are so commonly considered important. On the contrary, it will see to it that the young learn, through the school, how to work toward common accord on basic matters about which they do not see eye to eye, matters which will increasingly cause trouble until people do come to see eye to eye about them.

The subject matter of this secondary school of tomorrow will not be the static subjects we see today, rather it will be that body of socio-moral normatives to which our people give common assent or which are emerging as new normatives which have the prospect of receiving public approval. For example, the four freedoms might be considered as a basic part of the subject matter. We will teach the meaning of the normatives "freedom from want," "freedom of the press," "freedom of speech," "freedom of worship." What do we mean by freedom from want? What are its implications? What must people do to eliminate want? These questions in

all their ramifications are typical of those which will be asked in the secondary school of tomorrow.

We have done lip service to the theory that the main objective of secondary education is the development of attitudes and abilities which are appropriate to democratic living. But how have we attempted to foster such development? By attacking the problem directly? Or by attempting to secure it as a by-product? We know the answer. In spite of all our talk we still measure school achievement in subject matter in terms, we still send reports to parents in these terms. We still send reports to colleges in these terms, we still fill our official files with measures based on these terms.

The secondary school of tomorrow will continue to emphasize measurement and evaluation, but measurement and evaluation will be concerned chiefly with effective performance rather than upon knowledge of facts. Evaluation will be concerned with determining the proficiency developed by young people in the art of making personal and group decisions based upon facts; it will be concerned with measuring the effective performance of young people in arriving at group decisions; and it will be concerned with measuring pupil ability to work with groups in the determination of policies and in the discovering of implications for practice of the social-moral normatives of our time.

Let me illustrate my point by a situation which was described to me. A friend of mine was visiting an elementary school with the express purpose of observing how geography was taught in this particular school. When he informed the principal of his purpose he was told that geography was not taught in that particular school. This shocked my friend and he was very much disturbed. "No geography?" What was

education coming to anyhow? When he went into the classroom, however, he discovered that something important was going on. In each room he found teachers at work, teaching children that "people who live differently think differently." The facts garnered from geography textbooks were being marshalled to show how people lived differently from us and the reading material was being marshalled to show how these people thought differently from us. In this school the teachers had discarded the subject matter discipline and were focusing the attention of the learners on a general normative which would be useful in making practical judgments. Which is more important, to discover by examination of facts that "people who live differently think differently" or to know the facts about geography? The teachers in the school described by my friend were seeking to educate pupils directly to be able to make practical judgments by teaching them, through the use of subject matter, one important general normative which could be useful for life in evaluating the ideas, assertions, and beliefs of people.

"The Secondary School of Tomorrow will remove subjects from the center of education and will limit them to their appropriate domain, but it cannot do so without providing a more adequate content to take their place."¹ This has been the weakness of progressive education: it removed the subjects from the center and inserted activities in their place. The school of tomorrow will replace subjects at the center of education with the practical generalizations which have been accepted by our people and which are emerging at any given period in our history. Those will be

¹ "The Discipline of Practical Judgment in a Democratic Society," *Yearbook Number XXVIII* of the National Society of College Teachers of Education. Chicago: University of Chicago Press, 1943.

studied, directly, in the schools of tomorrow.

What will be the nature of the content of the secondary school of tomorrow? First of all, it will consist of the settled or ventured principles for guiding social-moral action which symbolize what the public holds or is likely to hold to be good and desirable. Secondly, it will consist of problems of social-moral practice, not just the problems of theory, because it is insufficient that youth shall learn merely about things; but that they shall become disposed to act in an informed and considerate way. Thirdly, it will consist of direct attacks upon the controversial issues and problems of our time because citizens in a democracy must be skilled in dealing with controversial issues.

Our secondary schools are now given to side stepping these issues, the real issues which involve people as social human beings, their interests, their deepest values, the basic orientations of their lives, their occupations, their businesses, their homes, their families, their everyday decisions, their loves, and their aspirations.

It is little wonder that policy making, in a large measure, is socially blind. We have not set out to educate youth to attack the task of understanding the great normatives of our people to the point where they can be used effectively in the judgment of practice.

There are three types of practical judgment which must be taught directly by the schools of tomorrow; first, the making of decisions about personal affairs; second, the formulation of policy; and third, the reconstruction of a normative principle. The method of making these three types of practical judgment will be the very center of the curriculum—it will not be left to incidental learning. Both subjects and activities will be involved in a program

devoted to educating pupils to make practical judgments but the common test of success in education will be a good rating in the traits and abilities that equip persons to play their full part in making adequate and operative the social-moral directives of their private and public lives. The socio-moral directives of the people, drawn up in ample statement, will be the primary subject matter of the school of tomorrow, with no limit to other subject matter which will illuminate it. This, of course, implies increased emphasis upon getting meaning from the printed page; upon experience in the world of work; upon social contacts with others; upon facts concerning the fundamental concepts of social organization; upon problems of mental and physical health. In short, it implies the relegation of subject matter to a position of secondary importance to the fundamental objective of educating youth for making practical judgments with respect to action.

The disassociation between what is taught in the secondary schools and colleges and what is taught in real life has become so glaring that the schools themselves, and all associated with them, have been the object of ridicule and contempt because in the "real world" they do not measure up. In the real world the question is not "what subject matter do you know?" but, "What is your judgment in this matter?" The real world is frequently developing such statements as "That's all right in school," or "That's academic" or "impractical" or "out of touch with reality" or "the opinion of long-haired professors."

These statements stem from a general feeling on the part of our people that what is taught in our schools is not what men and women will act upon. In reality our schools have developed into

a system of instruction rather than a system of education because we seek to inform children rather than to educate them. Information of this sort is important, but it is not indispensable; whereas making practical judgments in real situations is more than important, it is a pre-requisite to living, something we cannot escape. Mere competence in subjects is no guarantee that an individual will make better decisions with respect to practice.

We have had a century of learning how to do things but there is one vital thing we failed to learn: we do not know how to change our public and private minds to meet new conditions without losing our bearings and jeopardizing the many values which are at stake in the change. We have no discipline for educating people to do this job. This can mean only one thing for education: it must find out how to teach children the methods for making practical judgments. We must educate youth to be able to discover what *should* be done in practical situations; teach them to examine the practical situations to discover what *can* be done, and then teach them how to fuse what *should* be and what *can* be into a plan of action.

What, you ask, are the obstacles to be overcome in orienting the secondary schools in regard to a discipline of

practical judgment instead of a discipline of subject matter? What is to prevent us from weaving our efforts into a new pattern? The answer is obvious to all practitioners; namely, the obstacles are school boards, vested interests, corrupt politicians, teachers married to their subjects, apathy of teachers, and fear on the part of school administrators. These are big obstacles, but stronger forces than these have been overcome in America. If a sufficient number of school people can be found who are willing to unite their energies to secure the type of education which we need, I am confident that we can do it.

I bring this discussion to a close by asking two questions: Can there ever be a democracy unless its people are educated to the point where they grasp intellectually the premises of democracy and the reason why this or that line of conduct is or is not consistent therewith? Can the present subject matter discipline provide the education needed to enable our people to grasp the implications of our great body of socio-moral normatives which form the foundation of democracy?

The school of tomorrow must answer these questions. Teachers are challenged to grow to meet the needs of that school.

THE ACTIVITIES OF THE COMMISSION ON RESEARCH AND SERVICE AS REFLECTED BY THE WORK OF ITS COMMITTEES¹

JOHN R. EMENS
Secretary of the Commission

IT IS felt that the activities of the Commission on Research and Service should be more widely understood outside of the ranks of the Commission itself. Therefore the following brief reports of its various committees and subcommittees, offered at the annual meeting in Chicago in March, 1944, are published here. As its name implies, the Commission is organized for the purpose of conducting investigations educational in character and by other means serving the educational needs of the constituency of the North Central Association.

The activities of the Commission are articulated by, and administered by, a Steering Committee which represents the Commission at large. Otherwise, the Commission discharges its functions through a flexible system of committees which are created as needed and discharged when their respective assignments are finished. In this manner diversity of service within the unified

purpose of the Commission is guaranteed. From the list of reports below it can be seen that there are four basic committees; namely, the Committee on Experimental Units, the Committee on the Preparation of Secondary School Teachers, the General Education Committee, and the Committee on Fundamentals. Some of these are divided into various subcommittees.

The reports of these respective groups follow the order shown here:

- Report of the Committee on Experimental Units
- Report of the Subcommittee on Mathematics
- Report of the Committee on Preparation of Secondary School Teachers
- Report of the Subcommittee on Preparation of Teachers by Colleges of Liberal Arts
- Report of the Subcommittee on Teacher Certification and Accrediting Agencies
- Report of the General Education Committee
- The Committee on Fundamentals²
- Report of the Subcommittee on Reading
- Report of Subcommittee on Physical Fitness

REPORT OF THE COMMITTEE ON EXPERIMENTAL UNIT, 1944

The Committee has carried forward the promotion of new type material for social studies teaching for several years. Anticipating entry into new fields, members have been brought in who were prepared to take up new areas of study and research. However, the Steering Committee of the Commission on Research and Service has urged that the possibility of further service in the field of social studies be kept open and that the Committee expand its membership in order to serve new fields. Much

attention has been given to this task during the current year. The Commit-

¹ For the lists of members on the various committees of the Commission, see the QUARTERLY for July, 1944, pp. 8-9.

² The Subcommittee on Mathematics was unable to function because of the illness and death of its chairman, the late DeWitt S. Morgan. It will be reorganized and its membership will be announced at a later date.

For the report of the Subcommittee on Pre-Induction Courses, see I. M. Rosa, "Pre-Induction Training: Youth Faces War and Peace," NORTH CENTRAL ASSOCIATION QUARTERLY, XVIII (January, 1944), 254-60.

tee has selected new members and divided itself into three subcommittees as indicated at the beginning of this report.

The Subcommittees will work independently and will report findings and recommendations to the committee as a whole. The Subcommittee on Mathematics has met twice, has made definite plans for securing the first draft of a unit in high school mathematics, and has begun some careful study of basic deficiencies in mathematics education. The Subcommittee on Science has held one meeting and agreed upon some definite investigations prior to the next meeting of the Committee.

Nine unit studies have been published

in pamphlet form. A tenth unit is in page proof and is expected off the presses at any time. Several additional units have been carefully considered and, in the case of one unit, a first draft has been written which has not been accepted by the Committee for publication. Well-qualified writers who are willing and able to give time for production are not easily found. The Committee will sponsor such units as are needed if they can be brought to the high standards held in the units produced previously.

Accurate sales data are available up to November 1, 1943 and are as follows:

SALES OF UNIT STUDIES

Unit Studies	Nov. 1, 1942 to Nov. 1, 1943	Before Nov. 1, 1942	Total
Civil Service.....	1,457	14,048	15,505
Why Taxes?.....	1,867	17,223	19,090
Democracy and Its Competitors.....	3,392	34,971	38,363
Housing in the United States.....	1,178	7,377	8,555
Defense of Western Hemisphere.....	1,761	6,552	8,313
Government in Business.....	1,447	2,695	4,142
In the Service with Uncle Sam.....	6,988	4,282	11,270
Youth and Jobs.....	3,529		3,529
Latin America (Jan. 1944—no report).....			
Total.....	21,619	87,148	108,767

"Conservation," probably one of the most useful of the units prepared from the standpoint of long-term value, will be ready for distribution in the near future.

REPORT OF THE SUBCOMMITTEE ON MATHEMATICS

This subcommittee is seeking to provide experimental units in which the mathematical experiences are all to be closely related to some basic problem of daily living. For example, a unit is in preparation in which the basic problem is the "Wise Spending of the Family Income." Among the subtopics to be considered in this unit are the following:

1. What do we look for when we purchase products wisely?
 - a. Quality
 - b. Fair price
 - c. Proper service
2. What consumer aids may be consulted?
3. How may we compare prices mathematically?
 - a. The influence of advertising on buying.
 - b. The appeals made in advertising—emotional versus rational.
 - c. The cost of advertising.
 - d. Advertising as an aid in reducing costs for the consumer and as an aid in introducing a new article and thus creating a market for the producer.
 - e. Summary of the good points and the bad points of advertising.
 - f. Exercises involving analysis of the appeals made in current advertising, the percent of the retail price which was spent in adver-

tising certain well-known products, reduction in prices as a result of greater production (direct and indirect costs and the saving on the latter as production increases).

5. Buying at sales.

6. Cooperative marketing and cooperative buying as aids to the producer and to the consumer.

a. Cooperative marketing as practiced by the farmer.

b. Cooperative buying. Illustrations from cooperative gasoline stations and groceries.

c. Development of cooperative marketing and buying in foreign countries.

d. Exercises involving the savings resulting from cooperative marketing and buying.

7. Buying on credit.

a. Charge accounts and the regulations concerning them. Advantages and disadvantages of charge accounts.

b. Borrowing money from the bank and paying cash for the article. Interest paid and security given. Repayment of the principal in a lump sum or on the installment plan.

c. Installment buying and the purpose of such regulations; articles which can be bought on this plan.

8. Budgeting the family income.

In order to understand these and the other topics in this unit many mathematical concepts and skills are needed. Most of these are in the field of arithmetic, but there will be some experiences involving the use of graphs and also an elementary form of algebra centering largely about certain formulas. The main purpose, however, is to aid the student to understand the concepts and principles underlying the wise use

of money and to help him acquire the attitudes and skills necessary to make this understanding effective in his daily life. Although the dominant organization of the unit will be logical from the point of view of the problem under consideration, the mathematics being introduced as needed, this is by no means a proposal to make the mathematics "incidental" to the larger problem. The fact is, of course, that the choice of the problem itself and the introduction of the mathematical work are deliberate and are governed by the professed purpose to teach mathematics in a functional setting.

The Subcommittee is aware of the fact that units of this type are now beginning to appear in some number, usually as part of a textbook. Some of these units even deal with the same topic. It is hoped, however, that the Committee on Experimental Units can make a contribution since there is no need for our unit to be circumscribed by some of the common limitations of the textbook. In conclusion, the subcommittee anticipates that the more technical sort of mathematical training now receiving emphasis as a result of the war will again be less popular in time of peace. A number of other possible units are under consideration. Suggestions relative to topics desired by schools will be welcomed.

REPORT OF THE COMMITTEE ON THE PREPARATION OF SECONDARY SCHOOL TEACHERS

The work of the Committee on the Preparation of Secondary School Teachers has been carried on during the past year by a directing committee and three subcommittees. The directing committee is composed of seven members including the chairmen of the three subcommittees, a representative of each of the other two Commissions of the As-

sociation, the past chairman of the Commission, and the speaker.

The directing committee has made a serious effort to re-evaluate the problems of teacher education as they affect the school of the North Central Association area, and has consciously attempted to coordinate the work of the three separate subcommittees. Accordingly, the

official report of this committee must necessarily rest on the fine work of the three subcommittees.

REPORT OF THE SUBCOMMITTEE ON
PREPARATION OF TEACHERS BY COLLEGES
OF LIBERAL ARTS

Following a report several years ago on subject matter preparation of high school teachers, this Subcommittee was organized under the chairmanship of George A. Works, then Dean of Students in the University of Chicago. When Dean Works retired July 1, 1942, H. M. Gage became chairman.

The Subcommittee has received grants in the sum of \$27,000 from the General Education Board.

Dr. Russell M. Cooper from the beginning has been Executive Secretary on salary. For two years he gave full time to the work and during the last years has been giving part time.

In organizing this work the Subcommittee requested colleges to submit applications for cooperative participation in the Study. Somewhat fewer than one hundred such applications were received; twenty or possibly a few more were accepted. The original list of co-operating colleges included institutions of the separate four-year liberal arts type and also some not on the approved list of the North Central Association. Attention was given to geographical distribution of the cooperating colleges.

Dr. Cooper, a professor of political science, visited each one of the cooperating colleges in company with one or two subject-matter teachers to assist him in his preliminary survey.

Workshops at the University of Minnesota have been maintained for three successive summers. The Subcommittee is greatly indebted to the University for its hospitality and generous help. Institutional representatives at the Workshop have been subject-

matter teachers rather than professors of education.

Valuable and apparently appreciated service rendered by the subcommittee has been the issuing of a *North Central News Bulletin*. This bulletin has been sent to cooperating colleges and otherwise has had a rather generous distribution. The bulletin has been issued monthly during each academic year for three successive years.

A distinctive and most valuable feature of the Subcommittee's work has been the holding of regional conferences, which in the beginning, with travel conditions relatively easy, were highly and surprisingly successful. The first year about fifteen hundred subject-matter teachers attended these conferences.

Reports on progress of the Subcommittee's work have been regularly filed at each successive annual meeting of the Association. The Subcommittee, under the leadership of Dr. Cooper, now has in hand the substance of its first comprehensive report. Funds have been reserved, which it is hoped will be sufficient for publication. The manner of publication and sponsorship remains the most important matter to be decided. The first suggestion is that the North Central Association assume responsibility for the publication and distribution of the report. Another suggestion has been made that the American Council on Education's Commission on Teacher Education purchase and distribute a relatively large number of copies of the report. This procedure would probably involve some sponsorship by the Council's Commission.

Following is an outline of the forthcoming report¹ as approved by the Subcommittee. Details of presentation

¹ EDITOR'S NOTE. This report has since appeared as *Better Colleges—Better Teachers*. It is reviewed elsewhere in this issue of the QUARTERLY.

will be considered by the Subcommittee at its next meeting.

TEACHER EDUCATION IN THE COLLEGES

I. *The Nature of This Study*

Liberal arts colleges in teacher education
Development of the North Central Association Study
The Twenty-Eight College Study

II. *The Pursuit of Objectives*

The re-examination of objectives: eight colleges
The implementation of objectives: six colleges
Follow-up studies: eight colleges

III. *Building the Curriculum*

Search for a balanced educational diet: six colleges
Experimentation with broad majors: eight colleges
Changing graduation requirements: seven colleges
Organization of general education: eight colleges
Development of general courses: seven colleges
Functional courses: three colleges
Use of comprehensive examinations: sixteen colleges
Special war and vocational courses: thirteen colleges
Appraisal of course offerings: five colleges

IV. *The Improvement of College Instruction*

Efforts at individualization: four colleges
Development of democratic classroom procedures: five colleges
Improvement of examinations: seven colleges
Emphasis on the scientific method: one college
Expansion of visual aids: two colleges
Utilization of the library: four colleges
Analysis of the grading system: five colleges
Appraisal of faculty instruction: eight colleges

V. *The College Personnel Program*

Organization of the program: eight colleges
Methods of measurement and recording: thirteen colleges
Freshman orientation and guidance: eight colleges
Special guidance areas: five colleges
Training of counselors: eleven colleges

Evaluation of the personnel program: five colleges

VI. *Professional Work in Teacher Education*

Character of education courses: twelve colleges
Organization of methods courses: six colleges
Administration of student teaching: thirteen colleges
Guidance, selection, and placement of teachers: eleven colleges
Relations with teaching alumni: twelve colleges

VII. *The Contribution of Extracurricular Activities*

Distribution of the activity load: seven colleges
Development of campus democracy: four colleges
Evaluation of extracurricular activities: one college

VIII. *Ways of Working with College Faculties*

Types of committee organizations: eight colleges
Use of special faculty meetings: four colleges
Faculty institutes: two colleges
Faculty reading shelves: seven colleges
Faculty newsletters: two colleges
Teachers' manual: one college

IX. *Summary of Experience*

It is most important for the Directing and Steering committees to remember that subsidies from the General Education Board have terminated. The most impressive witness to the value of the Subcommittee's work is the fact that in the summer of 1943 more than twenty colleges declared willingness to continue this cooperative study at their own expense with the sponsorship of the North Central Association. The co-operating colleges are now contributing \$100 a year to the work of the Subcommittee. It seems altogether probable or quite certain that a strong and representative group of colleges will wish to continue as participants in this study. Last summer a few colleges were unable, for various reasons, to continue the cooperative relationship. However, a number of new colleges made application for membership in the group.

The Subcommittee wishes to continue its life and work and requests the usual appropriation of \$300 to support its work, it being assumed that the participating colleges will pay expenses of work in the field, including visitation of colleges and possibly continuation of the Workshop. The Subcommittee is greatly indebted to Dr. Cooper for his enthusiastic and effective leadership. He has accepted full-time employment in the American Council on Education. He will devote himself for a time to organizing and preparing for actual use the subject matter which is being offered for education to men in the armed forces. The Subcommittee plans to appoint a successor to Dr. Cooper, and Dr. Cooper plans, in connection with his travels for the Council, to visit the cooperating colleges and to take with him his successor in order to acquaint him with the nature of the work and the procedures followed.

REPORT OF THE SUBCOMMITTEE ON
TEACHER CERTIFICATION AND
ACCREDITING AGENCIES¹

During the early part of 1943, the Subcommittee conducted a study of the status of reciprocity in teacher certification among the twenty states comprising the North Central territory. This study revealed a general recognition of the desirability of providing more flexible procedures for expediting the movement of teachers across state lines, and suggested certain specific areas in which improvement was possible. Because of the war and its resultant manpower shortage, which has borne heavily upon the teaching profession in all states, the Executive Committee of the North Central Association in October, 1943, di-

rected the Subcommittee to restudy the situation.

Techniques Used in the Two Studies.—In the preliminary or original study, information was secured by submitting questionnaires to staff members of teacher educating institutions, state school officials, employing school officials and representatives of teachers' organizations in the twenty states in the North Central territory. A total of 141 persons submitted replies. The current study requested information only from the certificating agency in each state. Replies were received from each of the twenty certifying officials.

Summary of Data.—A summary of the data received is arranged below in terms of answers to specified questions.

1. *What provisions are made in your state for candidates from other states who wish to obtain teacher certificates?*

Eighteen of the twenty states certify out-of-state candidates on the same basis as candidates from within the state. In seventeen of the states, the certificate may be a probationary certificate granted on the basis of meeting minimum requirements. Eight states indicate that there has been appreciable liberalization of specific regulations or administrative procedures with respect to reciprocity since 1941. Examples of liberalization: Montana has eliminated the requirement that out-of-state candidates attend Montana State University for a nine-week residence period; South Dakota has discontinued the requirement of South Dakota history and government.

2. *Are there any specific requirements peculiar to your state which are pre-requisite to certification?*

Ten states indicate that specific courses are required, both of graduates from institutions within the state and of graduates from institutions from without. At the present time, only one of the twenty states in the North Central territory requires residence as one requirement for the granting of a teacher's certificate. In all but two states, provision has been made for temporary certification for out-of-state candidates who may be deficient in any specific requirements. Examples of temporary certification to remove deficiencies: Arkansas teachers are permitted one year in

¹ EDITOR'S NOTE. For a summarization of developments to date in regard to reciprocity, see "Current Status of Reciprocity in Teacher Education" by T. M. Stinnett in this issue of the QUARTERLY.

which to meet the requirement of a course in conservation for secondary teaching and a course in nature study for elementary teaching; Arizona allows one year for the candidate to remove a deficiency of a course covering the constitution of Arizona and the federal constitution; Indiana grants a provisional certificate valid for one year for applicants not deficient in more than ten semester hours or sixteen quarter hours; Oklahoma waives the requirement in Oklahoma history and Oklahoma school law for one year.

3. *What are the minimum requirements for issuing certificates to candidates from other states?*

Degree	Secondary	Elementary
M.A.	1	None
B.A.	18	7
None	1	13
<i>Institutions</i>		
<i>Accredited by:</i>		
Regional or national accrediting agency	9	
State department of education	9	
No reply	2	
<i>Minimum professional education:</i>		
10 semester hours	0	2
14 semester hours	0	1
15 semester hours	6	3
16 semester hours	4	2
17 semester hours	1	0
18 semester hours	4	0
20 semester hours	2	3
21 semester hours	1	1
24 semester hours	1	1
No reply	1	7

4. *What are the major problems or difficulties encountered by out-of-state candidates or graduates of out-of-state institutions who apply for certificates?*

Three states indicated that there is no noticeable difficulty; nine, that the major difficulty arises because of deficiencies in the professional requirements; seven, that difficulty with specific courses peculiar to the particular state exists; and eight states reported difficulty with candidates from non-accredited institutions. Two states indicated that some candidates with degrees create difficulties.

5. *It has been suggested that the removal of reciprocity difficulties is particularly desirable at this time. Do you agree? If yes, what are your recommendations for bringing this about?*

Nine states recommended the elimination of

specific courses peculiar to a given state, and twelve states suggested that certification requirements should be broad and general rather than specific and itemized. Twelve states proposed that the North Central Association attempt to work out a pattern of preparation which could serve as a basis for reciprocity in the states in this region.

Summary of replies.—The outstanding fact revealed in the study appears to be that under the stress of the emergency, adjustments and modifications have been made in the requirements for certification to such an extent that barriers to reciprocity, to a great extent, have been removed, at least temporarily. Eighteen of the twenty states replying indicated that out-of-state applicants are certified on exactly the same basis as resident applicants.

Practically all states in the North Central area now grant a temporary one-year certificate so that candidates can remove deficiencies during the one-year period and become regularly certificated.

Ten states indicated specific requirements for certification which are peculiar to the respective states. Many of these requirements involve specific courses, while in one state the specification is graduation from a designated type of institution for teachers of elementary grades.

In general the minimum requirements existing in the several states for the certification of non-resident applicants show a markedly similar pattern throughout the region; and while there are wide variations, temporary certification makes reciprocity possible.

The major difficulties encountered by teachers who wish to cross state lines are specified requirements, specific courses peculiar to a given state, and work completed in non-accredited institutions.

Many of the state officials in the North Central territory recommend

that the North Central Association continue to provide information concerning the supply of and the demand for teachers and teacher reciprocity, and that the Association attempt coopera-

tively to formulate a minimum pattern of teacher education which will be accepted by the several states in such a way that reciprocity in teacher certification will be possible.

REPORT OF THE GENERAL

This Committee recommends to the Commission on Research and Service that the General Education Committee be discontinued at the close of the present fiscal year.

This recommendation is made because the major project of the Committee has been brought to a close, because the majority of the active members of the Committee have left the territory of the North Central Association, and because in our judgment the cause of general education can better be promoted by establishing a new committee or committees at such time as the Commission may have a specific general education problem on which it wishes to work.

During this past year the Committee corresponded with the executive secretary of each of the State Teachers Associations within the bounds of the North Central Association. In this correspondence the Committee volunteered to cooperate in sponsoring and planning one or more sessions of the state association meetings on some subject relating to general education. A considerable number of the associations responded favorably to this suggestion. The late date at which our letters arrived, plus the fact that many of the state associations did not hold annual conferences made it possible to carry out this proposal in only one state; namely, Missouri. At the meeting of the Missouri State Teachers Association in November a session was devoted to the following topic announced as shown:

"Is General Education Out for the Duration?"

Sponsored by: The General Education

EDUCATION COMMITTEE

Committee of the Commission on Research and Service, of the North Central Association of Colleges and Secondary Schools

In opening this meeting the chairman took occasion to point out that the North Central Association has functions in addition to those of accrediting. He particularly referred to the work and activities of the Commission on Research and Service. Despite the fact that this particular session was held concurrently with other discussion groups, there was large interest in our meeting. In fact, some people stood throughout the discussion and others were turned away because of lack of room. The Commission mentions the Missouri State Teachers Association meeting not as a major achievement, but rather as a suggestion which we believe the Commission should keep in mind for the future.

The General Education Committee is pleased to report that since the last meeting of the Commission the volume, *General Education in the American High School*, edited and sponsored by the Committee, has been selected as one of the thirty-two outstanding educational books published in 1942. (See *Journal of the National Education Association* for May, 1943, p. 139).

The Committee makes the following recommendations to the Commission on Research and Service.

1. The General Education Committee recommends that the Steering Committee of the Commission watch for needs in the field of general education within the Association and that the Committee set up appropriate machinery for carry-

ing out any activities which in its judgment will meet such needs. At some time in the future this may well involve the establishment of a new committee or committees to work on one or more specific problems.

2. The General Education Committee recommends that the Commission experiment with the idea of sponsoring programs at the annual conferences of state teachers associations. The purpose of these programs would be (1) to make a significant contribution to the programs of state associations and (2) to publicize and dramatize throughout

the territory of the Association the fact that the North Central Association is concerned not only with accrediting but also with a wide variety of additional approaches to the improvement of education.

3. The Committee recommends that the Steering Committee and the Commission as a whole should give increased attention to educational problems relating to colleges. In doing this the co-operation of additional members of the Commission on Colleges and Universities should be sought.

THE COMMITTEE ON FUNDAMENTALS

REPORT OF THE SUBCOMMITTEE ON READING

Our Committee agreed that the following three functions should guide us in our work:

1. To help clarify thinking concerning the nature of the reading problems at the secondary school level and to arouse interest in attacking them.

2. To outline a series of concrete, specific suggestions which might serve as a guide in setting up adequate reading programs in secondary schools.

3. To keep in touch with schools that are actually using the materials prepared in order to provide supplementary help where needed, to collect valuable contributions from these schools, to modify and improve from time to time the materials provided, and to report to other schools the experiences of these schools in developing reading improvement programs.

We are agreed that we should not undertake another study of a research nature in the field of reading, but rather attempt to provide assistance of the type described in the foregoing outline.

As the first step in implementing the proposed functions of the Subcommit-

tee, the decision was made to produce a manual which would be distributed to the member schools of the Association. It is proposed that this manual shall not exceed thirty or forty pages, that it shall contain very specific suggestions which a principal might use in providing dynamic leadership in improving the reading of the students in the high school he administers, and that the suggestions would also be so practical that busy teachers might put them to immediate use in classroom situations. The subcommittee recognizes that much excellent research and writing in the field of reading has not found desirable utility because practitioners in the field have not found the time or energy to make local adaptations. The committee hopes to help overcome this difficulty through the provision of these practical, specific suggestions in the proposed manual.

The following outline for the proposed manual was adopted:

1. The Need for Improvement in Reading. A brief, convincing statement of the need for action in local schools; 1 or 2 pp.

2. The Nature of the Reading Problems and Steps to Be Followed in Attacking the Problem. A view of the problems in improving reading as they affect secondary schools and

specific steps schools should take to inaugurate a program of improvement in reading; 4 or 5 pp.

3. Approaches to the Study of Reading Attainments and Needs of Pupils. Discussion of the utilization of cumulative records, of standardized tests, and of techniques of observation to be used by teachers in their own classrooms, with emphasis on the latter; 3 or 4 pp.

4. Special Provision for the Unnecessarily Retarded Pupils. Steps to be followed in providing remedial treatment; 3 or 4 pp.

5. Expanding the Work in English to Promote Growth in Reading. How English courses may be taught so that practice in oral and written communication contributes to improvement in reading and reading activities to improvement in communication; 3 or 4 pp.

6. Types of Guidance Needed in the Improvement of Reading in the Content Fields. Listing of a set of specific steps to be followed by teachers in each field with illustrations from several subjects within the field: (a) literature, 3 or 4 pp.; (b) social studies, 3 or 4 pp.; (c) natural science, 3 or 4 pp.; (d) mathematics, 3 or 4 pp.; (e) modern foreign language, 2 or 3 pp.; (f) industrial arts, 2 or 3 pp.; and (g) aesthetic arts, 2 or 3 pp.

7. Stimulating Recreational Reading Interests and Improving Tastes. Procedures to be followed in improving the level of recreational reading of high schools students.

REPORT OF THE SUBCOMMITTEE ON PHYSICAL FITNESS

The Subcommittee on Physical Fitness does not intend to duplicate the fine work already accomplished by the hundreds of workers in this field by organizing courses of study or suggesting specific programs to be followed. Rather, it proposes to carry out instructions; namely, that it study the effectiveness of the physical fitness program by making available pertinent information regarding effective programs and techniques.

The Subcommittee agrees that there are three major elements to which attention must be given if health and physical education programs may make

their maximum contribution to the education of boys and girls. First, there must be a planned program of learning experiences designed to meet adequately the needs of each boy and girl throughout the whole secondary education period. Among other things, this program should provide for complete health and physical examinations, for the correction of remedial defects, for the acquisition of desirable health habits, and for the development of strength, endurance, skill, and knowledge that will produce optimum body functioning. Such a program must provide for biological differences among individuals as well as for the continuous growth and development of the pupil as he progresses from grade to grade.

Second, classes should be conducted in such a manner that a maximum number of pupils receive a maximum number of minutes of vigorous, wholesome, and enjoyable activity during the period. The selection of activities to be performed by the participants during the class period is of utmost importance if the goal of maximum utilization of time is to be reached. Large classes in which only a small fraction of the total number of pupils are actively engaged has been the rule rather than the exception in physical education. Obviously, smaller classes and longer periods might be one solution, but in terms of facilities and equipment available in a majority of high schools, at least for the immediate present, the answer seems to be a more effective utilization of the present time allotment, to the end that a larger percent of participants in each class may be actually engaged in appropriate physical activities throughout the period.

Third, measurement of the pupil growth and development which results from participation in the various activi-

ties, as the pupil progresses from one stage to another toward physical proficiency, should be in terms of established standards of attainment. Success in meeting the various standards should be recorded in a manner comparable to that used in recording other achievements of the pupil. These data should be of considerable value to the person responsible for individual counseling of boys and girls.

The Subcommittee, therefore, proposes to secure from member high schools evidence concerning the present status of these three important elements in the actual operation of the health and physical education program.

Specifically, answers to these questions are sought:

1. Do you have a planned program of health and physical fitness that provides adequately for the continuous growth of each pupil in strength and physical skills throughout the junior and senior high school grades?

2. Are your physical education classes conducted so as to provide a maximum number of minutes of actual physical activity for each pupil during the class period?

3. Do you measure and record the results of individual pupil participation and improvement as he acquires proficiency in physical fitness?

CURRENT STATUS OF RECIPROCITY IN TEACHER EDUCATION

T. M. STINNETT
Little Rock, Arkansas

ONLY minor changes in provisions relating to reciprocity in teacher certification by the several states in the North Central Association have occurred since the Subcommittee reported to the annual meeting of the Association in 1944.*

The following summary will reflect the situation as reported to the Subcommittee in January, 1945 (nineteen of the twenty states reporting):

Sixteen of the nineteen states reported that out-of-state applicants are certified on exactly the same basis as in-state applicants. Three states have additional requirements for out-of-state applicants. All but one, however, issue one-year probationary certificates to out-of-state applicants who meet minimum hour or degree requirements. Appreciable liberalization of regulations or administrative procedures are facilitating the movement of teachers across state lines since the war, was indicated by ten states.

Ten states require either by law or regulation one or more specific courses, although all such states are allowing one year after certification for the course to be secured.

The minimum requirements have not changed in the several states within the last year and the chief difficulties encountered by out-of-state applicants, also, remain about the same. These are: graduation from an accredited college, variations in professional requirements, and variations in teaching field requirements.

* John R. Emers, "Implications for Postwar Education of Reciprocity in Teacher Certification," *NORTH CENTRAL ASSOCIATION QUARTERLY*, XIX (January, 1945), 297-99.

In general, the situation with respect to reciprocity in the North Central area is as follows:

1. The impact of the war has brought about liberalization of requirements to the extent that effective reciprocity in teacher certification exists throughout the North Central Association states.

2. With but one or two exceptions, all barriers have been removed at least temporarily, to the migration of teachers across state lines. Such barriers are: residence, specified work in in-state institutions, and specific courses. While in ten states the specific courses remain, in all but one state out-of-state applicants are allowed one year in which to remove the deficiency.

3. Marital status is not now an effective barrier to certification or employment either for native or non-native teachers.

4. There appears to be a well-defined trend toward elimination of specific courses peculiar to a given state. Where such courses are specified by regulation, the trend appears to be toward rescinding the regulation; where the course is required by statute, the trend appears to be in the direction of minimizing the requirements as a barrier by liberal administrative interpretation to allow a reasonable time to out-of-state applicants to remove their deficiency.

4. The chief barriers to free movement of teachers across state lines in the order of their frequency are: graduation from an unaccredited college (not accredited by the appropriate regional association); variations among the states in requirements in the professional field; and variations among the states in requirements in given teaching fields.

AUDITOR'S REPORT FOR THE PERIOD FROM MARCH 1, 1944,
TO FEBRUARY 28, 1945

Auditing Committee

North Central Association of
Colleges and Secondary Schools

Gentlemen:

We have made an examination of the books and accounts of Mr. William F. Shirley, Treasurer, North Central Association of Colleges and Secondary Schools, for the period from March 1, 1944 to February 28, 1945. Presented herewith is the Treasurer's Report as prepared from his records. The period covered by this statement includes portions of two fiscal periods. With respect to the transactions occurring during the fiscal period ended June 30, 1944, a more detailed report has been included in the Association's annual audit report as of June 30, 1944, prepared by us following our audit as of that date.

All cash receipts were traced to their prompt deposit in banks and all disbursements to their entry in the disbursement record. Vouchers supporting each expenditure were presented for our inspection. The funds on deposit at February 28, 1945, were verified by direct communication with the depositories.

In our opinion the accompanying statement of Receipts and Disbursements presents a correct summary of the financial transactions of the Association as recorded by its Treasurer for the period from March 1, 1944, to February 28, 1945, and a true accounting of the funds on hand and on deposit at February 28, 1945.

R. A. WESTER
Certified Public Accountant

THE TREASURER'S REPORT

For the Period from March 1, 1944, to February 28, 1945

BALANCE, March 1, 1944, reported at last annual meeting.....	\$32,245.50
Receipts Applicable to the Year 1943-1944:	
Dues	\$ 80.00
Application Fees	100.00
From Quarterly.....	414.84
Sales of Manuals and Schedules	118.60
Interest Earned on Time Deposits.....	16.06
Royalties	30.83
Cooper's Special Study.....	100.00
Income Tax Tax Withheld.....	356.86
	1,217.19
	\$33,462.69

Expenditures Applicable to the Year 1943-1944:

Commission and Offices	\$14,689.74
Cooper's Special Study.....	949.66
Income Tax Remitted.....	257.90
	15,897.30

Balance on Hand at Close of Fiscal Year,

June 30, 1944..... \$17,565.39

Balance on Hand at Close of Fiscal Year, June 30, 1944.....	\$17,565.39
Receipts Applicable to the Year 1944-1945:	
Dues	\$29,380.00
Application Fees.....	20.00
Inspection and Survey Fees.....	1,200.00
From "Quarterly"	737.37
Sales of Manuals and Schedules.....	188.58
Interest Earned on Time Deposits.....	41.63
Royalties	1,456.29
Cooper's Special Study.....	2,200.00
Income Tax Withheld.....	638.71
	35,862.58
	\$53,427.97
Expenditures Applicable to the Year 1944-1945:	
Inspections and Surveys.....	\$ 1,200.91
Commissions and Offices.....	10,968.49
Cooper's Special Study.....	2,065.20
For General Education Board—	
Special Study of Preparation of Teachers in the Liberal Arts.....	563.04
Income Tax Remitted.....	683.98
Application Fee Refunded, 1943.....	5.00
	24,486.62
BALANCE on Hand, February 28, 1945.....	\$28,941.35
<i>The balance on hand February 28, 1945 was accounted for as follows:</i>	
Revolving Funds with Secretaries and Commissions.....	\$1,175.00
On Deposit—Checking Accounts:	
Fidelity Savings Bank, Marshalltown, Iowa.....	\$13,028.36
Commercial State Bank, Marshalltown, Iowa.....	11,379.85
	24,408.21
On Deposit—Savings Accounts:	
First National Bank of Mason City, Mason City, Iowa	\$ 3,244.45
Security Savings Bank, Marshalltown, Iowa.....	2,563.11
	5,807.56
In Closed Bank:	
Fletcher-American National Bank, Indianapolis, Indiana.....	448.58
Total	\$31,839.35
Less—Checks drawn in March 1945 for expenditures applicable to the period prior to March 1, 1945.....	2,898.00
Adjusted Balance, February 28, 1945.....	\$28,941.35

BOOK REVIEWS

Better Colleges—Better Teachers, by Russell M. Cooper and others. New York: The Macmillan Company, 1944. Pp. viii + 167.

Since midsummer of 1941 twenty-eight liberal arts colleges have cooperated in a study of teacher education under the auspices of the North Central Association of Colleges and Secondary Schools. The results of their various activities directed toward the improvement of the education of teachers are described in a recent publication entitled *Better Colleges—Better Teachers*. The title of this publication suggests the thread of thought which runs through all its pages; namely, that the education of teachers should be the responsibility of the entire personnel of a college, including instructors in the subject matter departments, instructors in the education department, the librarian, the administrative officers, personnel officers, and the chaplain. Accepting this principle, the members of this group decided to work cooperatively in the improvement of college education.

In a sense, the volume represents a report of progress, for even when the formal organization of the participants in the study is broken up, it is their hope and belief that the momentum gained during the past four years will carry forward many of the current activities in the several faculties composing the study group. The report is divided into eight chapters which deal with (1) the nature of the study, (2) the aims and objectives of the educational programs in the cooperating institutions, (3) the curricula established to achieve these objectives, (4) methods of improving college instruction, (5) the place of guidance and counseling in the total college program, (6) the place of the professional department of education in the total program for the training of teachers, (7) the contribution of extra curricular activities to the student's education, and lastly, (8) a description of the cooperation among institutions in the summer workshops conducted as part of the project, in the exchange of experience among institutions, and in the activities of the various agencies concerned with teacher education within each institution.

Each of these chapters contains a general discussion by the author of the issues in-

volved in the educational problems covered by the title of the chapter. Abundant examples are then given of the manner in which various institutions have attempted to deal with these problems. This method of treatment can be well illustrated by quotation from Chapter II, entitled "The Pursuit of Objectives."

"Every college catalog includes some statement of aims and objectives. The statements vary widely in character and content but they still remain an essential prerequisite to any orderly educational advance. No institution, any more than an individual, can hope to arrive at a destination unless it knows where it is going. Without a well-understood statement of goals toward which the institution is consciously striving and which can serve as a broad frame of reference in weighing every educational proposal, a faculty must inevitably consider each new problem or suggestion as an independent phenomenon and resort to opportunistic and temporary adjustments. The result is a haphazard and conflicting series of academic procedures which may neutralize each other rather than lead the institution—or the student—into a coordinated program.

"While in some cases the existing statement of purpose has been carefully prepared by a faculty-administrative committee, in other instances it has been handed down, as from Mt. Sinai, by the president of the institution, with little discussion and less attention on the part of the faculty. The statements themselves are often beautifully worded and reveal a high idealism and devotion to learning, but the very generality of their expression makes them susceptible to widely varying interpretations or—as is often the case—to no interpretation at all. The professor who once arose in faculty meeting and read the college's statement of objectives without a single person recognizing its identity could probably have his counter-part in many institutions."

This general discussion of the necessity of having a clearcut set of objectives is followed by descriptions of the procedures employed by various institutions in determining what their objectives should be and procedures for determining the extent to which the educational program has been effective in reaching the stated purposes. Examples are given from

Yankton College where a faculty-student committee held informal discussions of the purposes of the college, after which their findings were presented for the consideration of the entire faculty; from Ashland College, where a detailed questionnaire was filled out by the faculty in which they estimated the importance of, and the feasibility of attaining, the various objectives of instruction; from Nebraska Wesleyan, Cornell, and Illinois Wesleyan where the academic divisions were asked to clarify their objectives, thus achieving a sense of group solidarity and a recognition of the place of each division in the total educational program. Other examples of studies of objectives include investigations of the needs of American youth, an examination and comparison of objectives in other colleges, and an appraisal of objectives by graduates of the institution.

The contents of this single chapter of *Better Colleges—Better Teachers* have been discussed at length not because this chapter is of greater value than other chapters, for they are uniformly of good quality, but rather to show that the book abounds in practical, concrete suggestions as to how faculties in other institutions, even those in no way concerned with teacher education, can improve their programs and can perfect their techniques and procedures for dealing with educational problems.

This publication in the opinion of the reviewer is one of the most valuable pieces of educational literature to appear in recent years. It should be read by all administrative officers and faculty members who are interested in improving the educational program in their institutions. They will discover not only a large body of factual material related to educational issues, but they will also see what faculty attitudes, procedures, and techniques are essential to genuine improvement in college education. This unqualified recommendation of a book in a field in which hundreds of publications appear every year requires documentation.

In the opinion of the reviewer the study reported in *Better Colleges—Better Teachers* should be read by educators for the following reasons:

(1) It shows how representatives from the various departments which customarily make up the liberal arts college faculty can work together harmoniously in the study and improvement of teacher education. One who reads this report, and especially one who has had a chance to talk with the persons involved in the study, is impressed with the absence in this group of the petty squabbling,

the defense of vested interests, and the wild unsubstantiated generalizations which so frequently characterize discussions of teacher education. The study demonstrates how productive educational discussions and activities can be when conducted on a democratic basis. The superiority of this type of cooperative project, in which individuals work on their own problems with the assistance and stimulation of others, over the external survey in which a group of "experts" come in for a few days or weeks and tell the staff of the institution how it should revamp its educational program, is clearly demonstrated.

(2) The report gives innumerable examples of techniques for making studies in the field of teacher education. Many institutions, undoubtedly some of those in the study, have often been eager or willing to study their internal educational problems, but have lacked the educational sensitivity to see these problems or the technical knowledge to study them. Any vital faculty which reads this report should be provoked to consider its own educational program and should be provided with assistance in doing so.

(3) The study dealt with many subjects only tangentially related to teacher education. It has much wider usefulness than might be thought by one who considers it a study of teacher education. The many techniques employed in dealing with the problems of teacher education will be found applicable even to such diverse institutions as schools of theology and schools of engineering.

(4) The study has produced something in addition to a body of fact concerning current educational issues, and a set of procedures for studying and solving educational problems. Perhaps its greatest value will be realized in years to come when the full influence of the educational leaders the study has developed, will be felt. As the persons who have worked together in this cooperative effort migrate to other institutions, as several have already done, the influence of the study will be widely extended.

(5) Another value of this report lies in the widespread stimulation of educational activity which should result in other institutions. It is the purpose of this review to increase this influence by pointing to the value of the findings to institutions which did not participate in the study. The faculty members of many institutions where aimless discussion of educational issues has taken the place of genuine educational reform may well heed the implied warning on page 64 that "While educational philosophers have been debating the

merits of the great-book, the text-book and the bank-book approach to general education, these faculties have been quietly studying the needs of their students and experimenting with various procedures to see what will really work in practice."

It seems presumptuous and captious to suggest improvements in a report of such excellent quality. Only in the interests of more widespread distribution of the results of the study are the following two suggestions made in the event additional printings may be contemplated or required. For instance, a list of the institutional studies classified according to subject and cross referenced would have made it possible for faculty members in non-participating institutions to get quickly manuals, bibliographies, reports, and other literature describing the activities in these colleges on which the report is based.

Discussion of another matter which this reviewer would have profited from relates to the relative success of the project in different institutions. The reader is impressed by the frequency with which studies or activities of some institutions are mentioned while others appear only infrequently. It may be, of course, that in the long-run institutions which have thus far shown little benefit from participation in the study will have profited more than others. But enumeration of the reasons why some institutions took a more active part in the study, and hence probably profited more from it, would have helped those wishing to launch similar projects to avoid some of the errors of other institutions and to take full advantage of the success of others.

The value of this report is increased by the lucidity of expression, the felicity of diction, and the citation of numerous concrete examples, for which credit is due the author, Dr. Russell M. Cooper. One would hope that later reports may record the long-run influence of this study, not only in these twenty-eight institutions, but in others guided by this first effort.

EARL J. MCGRATH
University of Buffalo

The Public Schools and Spiritual Values, by John S. Brubacher (editor) & Others. New York: Harper & Brothers, 1944. Pp. x + 222.

Stern critics of progressive tendencies in American education will get no satisfaction out of this book. Although written in a spirit of compromise, the study is a strong defense of the Dewey point of view. There

is nothing herein which would indicate a retreat from the progressive tendencies of the past two decades or a loss of confidence in such tendencies.

An analysis of the contents indicates that the book was planned not only for the use of the American teacher, but for the lay public. It is an answer to those who have complained of the absence of spiritual values in the public school. The authors affirm that the public school has the right and the responsibility of teaching those spiritual values which are a necessary part of our democratic society. In doing so the traditional separation of church and state should be rigidly maintained. The term "spirit values" as here used has no reference to any religious sect or doctrine. It rather refers to the values which emerge from a critical study of "what constitutes the good life seen at its best." p. 7. The fundamental basis of the concept is natural, not supernatural.

The organization of the study is somewhat unique. The first three and the last four chapters may be considered a minimum statement of the points on which all members of the committee agree. Chapter IV is a defense of the secular school. Chapter V supports the supernatural.

Much of the material is a restatement of what has already been said by members of the Society and others in numerous publications. In fairness to the authors, however, it should be pointed out that they were seeking the largest possible unanimity of opinion in the committee, as well as a premise that would invite the largest possible support for the public school.

Problems analyzed on which there was more or less general agreement include the community and spiritual values, the validity of spiritual values, learning spiritual values, school practice and spiritual values, aesthetic values, and school administration and spiritual values. The point is made that it is far more important to the community "that justice be done and habits of justice be formed in the child" (p. 13) than that the child should have correct verbalizations and correct ideas about justice. Along with such spiritual values as justice, cooperation, generosity, kindness, loyalty, and regard for individuality much emphasis is put upon "the sense of community" as a spiritual value.

Spiritual values are a product of experience. This is the essential theme of the book. Great diversity of attitude and practice accompany life's varied situations. In the development of the group culture language, tools, and self-

hood represent fruitful early advances in spiritual values. Of these the shaping of selfhood—"such a mind and character—as is adequate to freedom of choice" (p. 46) seems most important. The difficulty attending the spiritual values thus derived grows neither out of the ethical theory supporting them, nor out of the normal weakness in human nature. The inherent difficulty is the "educative effects of unsatisfactory social conditions" (p. 56).

The public school in all its varied activities can do much in the accumulation, coordination, and refinement of beginning attitudes. Growth in the spiritual realm is herein predicated. Important to this end is the teacher's philosophy and conduct and the overall administration of the school. It must be recognized that school practices affect the integrity of thought and action. Value development for the individual should be a major goal. To this end, there should be no lack of an appreciation for the aesthetic phase of experience. The aesthetic phase of experience is defined as "the feeling phase of experience that is realized when means and ends in an activity seem perfectly suited, and the subject of the experience, the person who is experiencing, is exhilarated" (p. 180).

If this study does nothing more than to provide the lay public with a better appreciation of the responsibilities and achievements of the public school in matters spiritual, it will have served a useful purpose. It will no doubt do more. It will give to the public school teacher a better understanding of his or her responsibility and opportunity in bringing about a better and a more just society.

WILLIAM E. DRAKE
University of Missouri

The College and Teacher Education,
by W. Earl Armstrong, Ernest V. Hollis,
and Helen E. Davis. Washington:
American Council on Education, 1944.
Pp. x + 311.

This volume of the reports of the Commission on Teacher Education portrays in brief activities at various cooperating institutions concerned with teacher education. The commission did not undertake a fact-finding study, but rather undertook to stimulate institutions which were chosen to participate in the study to attack their own problems in their own way and to report the results. The commission furnished guidance where desired

and constructive service in setting up programs, in stimulating the activities, and in evaluating the outcomes.

Since the commission left the individual institutions free to attack where they felt it most desirable, they varied greatly in their activities. The report organizes these activities under the several heads, among which are (1) toward implementing student personnel, (2) working on general education, (3) emphasis on the major field, and (4) patterns of teacher education. It also endeavors to point out certain emphases and procedures which seem to offer suggestion for work at other institutions. In fact, the entire report is presented with the idea that these brief narratives of action in the institutions participating in the study hold valuable suggestions for other institutions and emphasized the fact that there is *no one best way* to train teachers. In some of the reports, the attack on the problem of improving teacher education began with student interests, in others with field situations and, in still others, with faculty concepts of need on the part of students, the institution, and the community to be served.

One cannot read these reports, however, without reaching the conclusion that the authors feel that the one supreme finding of the whole study was that improvement should and can come as a result of cooperative attack. The cooperation of the entire faculty, not simply those teaching professional courses, is an absolute essential and the cooperation of the student group with the faculty adds greatly to the probability of success. Those institutions starting with student interests soon found that they must attack curricular problems as well as administrative ones and those beginning with curricular problems soon found that student interests were necessarily involved.

To those who have been intimately in touch with the activity of the Commission on Teacher Education during its years of activity will find a good deal of material in the report which is well known because they have heard it so often. The reviewer has some feeling that there is an undue amount of repetition in presenting the various reports. This may arise, however, from the fact that he has been closely associated with the work of the commission throughout and has attended many meetings where the work was discussed while in progress. The report of any single institution is quite readable though the volume is hardly one to sit with for continuous reading straight through. It is the reviewer's

judgment that it will serve its best purpose in furnishing rather specific suggestions to individual administrators and faculty groups who want to attack some specific problem of their own and will find in one of the chapters an account of what some other institutions did in attacking that problem.

E. J. ASHBAUGH
Miami University

American Education under Fire, by V. T. Thayer. New York: Harper & Brothers, 1944. Pp. viii + 193.

It is a strange paradox that a war for the survival of democracy should have provoked an attack upon modern education which has done so much to introduce democratic living into the classroom. Mr. Thayer's volume is an attempt to explain this apparent inconsistency in terms of conflicting currents deeply imbedded in the American tradition. These trends have given rise to two clashing theories of democracy. According to one, the individual is a self-sustaining unit; according to the other, the individual is a social person.

Before the author tackles the controversial problems he presents a profession of a free man's faith. Mr. Thayer's creed is a humane and tolerant naturalism which acknowledges kinship with all faiths that aspire to improve man's lot. Its secular aspects would be acceptable to all liberal believers in a free society. Similarly, the outline of the task of the modern school with which the book closes would be wholly acceptable to all liberal educators, although some of them would have welcomed a little greater emphasis upon the contribution of the school to the improvement of individual and group living.

The "Education of Freedom" movement serves as a peg on which to hang the issue of modern versus traditional education. This movement is characterized as an amalgam of nineteenth century economics and eighteenth century education. Mr. Thayer is suspicious of the kind of freedom preached by this educational crusade. He condemns it as fundamentally selfish and ill-suited to cope with the problems of democratic living in the modern interdependent world. Its educational program is charged with being a reversion to formalism and verbalism based on a discredited conception of thinking and learning. The author defends modern education as a blending of intellectual and active experience into a more effective unity.

The scientific movement and behaviorism are next singled out for criticism. These are

hardly crucial current trends. This is admitted by the author as far as it affects elementary education but he still fears the influence of the scientific movement on secondary and higher education. It has been the custom (and apparently still is) of Mr. Thayer and his former associates at Ohio State University to make Franklin Bobbitt the whipping boy for so-called scientific curriculum making although he abandoned his original position nearly twenty years ago.¹

According to the author, the scientific movement precipitated the view that *education is adjustment to life*, which he disapproves, as opposed to the view that *education is a way of meeting the needs of youth*. The author herds behaviorism, job analysis, survey courses, Stephens College, and general education into one camp. In some instances the kinship is very remote. In other more important instances, the differences are emphasized where the likenesses are more significant. Many of his readers will prefer to accept the position which the author himself reaches eventually: "The needs of society and the individual are thus but two sides of the same shield."

Viewing the current national scene, Mr. Thayer is alarmed by the reversions to reaction in religion, education, and economics. The trend toward religious instruction under the auspices of the public school is regarded as a threat to the American secular school which has been a strong unifying force in American life.

Mr. Thayer does not seem to be impressed by the excessive fears of a dual system of education. Discussing our postwar responsibilities for youth, he argues that the employment and retraining needs of youth are best cared for on a regional basis under broad general direction by a federal agency. He suggests the need of determining the areas in which federal and state and local governments can contribute to a coordinated program of public education.

In the chapter dealing with Communists and Fascists in the teaching personnel of our schools, the author takes the position that the right to teach in the public schools should be denied to any teacher who wishes to use the schools for his own ends. The barring of Communists from public schools, the author claims, is no infringement upon academic

¹ See "The Foundations and Technique of Curriculum Making, pp. 41-56 in *The Twenty-sixth Yearbook of the National Society for the Study of Education*, Part II. Bloomington, Illinois: Public School Publishing Co., 1926.

freedom because there is evidence to prove that Communist discipline has subordinated professional goals to its own ends.

The book as a whole consists of a series of essays that are loosely connected. If the volume does not have complete structural unity, it cannot be denied that it has logical consistency, which, perhaps is more important.

The title *American Education under Fire* is not so timely as it would have been two or three years ago when the firing was thick and fast. There is encouraging evidence that many states and localities are beginning to resume the educational advance that was interrupted by the war. The educational program that was emerging before the war was the product of at least two decades of thorough study of child and community needs. Those who are interested in the improvement of education will have to work harder during the next few years in order to regain the lost ground.

HENRY HARAP
George Peabody College for Teachers

To College in Ohio—A statement of opportunities in Ohio colleges and universities, edited by R. L. Morton. Wooster, Ohio: The Ohio College Association, 1944. Pp. 167.

What subjects are required for admission to college? Is my record satisfactory? What will my expenses be? Can I get a part-time job? Or a scholarship? These are things a typical high school senior, and many a junior, wants to know. *To College in Ohio* is a brief reply of forty-five Ohio colleges and universities.

Designed as a ready reference for those seeking information on college opportunities, the manual has summarized essential facts and points of emphasis. It is a carefully planned compendium of objective information on requirements for admission, expense, scholarships, opportunities for self-help, guidance and placement, facilities and activities in each of the institutions. It should be particularly useful to principals and counselors assisting the

prospective college student to discover the "best" college for himself in the light of his own interests and needs. Not intended as a substitute for the college catalog, it will assist the student in narrowing his choice to one or more schools which he may like to attend. The prospective college student is cautioned in the introduction that the manual will not give him final answers to all his questions, nor will it give him details of his program for the freshman year. Neither will it give him the reasons for choosing one college in preference to another. It is a straight-forward presentation of facts designed to give much information in little space.

The editor has done well to include "guidance" in his list of topics discussed. Freedom in his curriculum may be restricted far more than the average high school senior imagines but in any event he will need help. Assurance that the college has a plan of academic guidance will give much comfort in the months before a student enters upon his college work. The manual would be none the less useful had it omitted the number of teachers in each department. The fact that a college has three teachers in one department, and two and a half in another is of little interest to the student. It may be of interest to an accrediting association—this book was planned for the use of advisers of prospective college students. The summaries on "points of emphasis" and "extracurricular activities" are more likely to influence the prospective student than the listing of the number of teachers.

The "statement of aims" is good for the colleges themselves. Some of the colleges have done it quite well; others require a little more searching of the soul. A statement of the aims and purposes of a liberal education, a statement to which all the colleges could subscribe, would be of great interest to the student, and would avoid unnecessary restatement of aims or ideals, which in the basic concepts differ but little from college to college. These criticisms do not lessen the usefulness of the manual.

S. WOODSON CANADA,
University of Missouri

STATISTICAL SUMMARY OF ANNUAL REPORTS FROM SECONDARY SCHOOLS, 1943-44

O. K. GARRETSON, Secretary
The Commission on Secondary Schools

BEGINNING with his report to the Commission on Secondary Schools in 1943, the secretary of that Commission instituted the practice of summarizing the activities of the Administrative Committee which serves during the interim between annual meetings as a governing body of the Commission. Before taking up the statistical summary of reports from member schools, a brief résumé of these activities will be given.

ACTIVITIES OF THE ADMINISTRATIVE COMMITTEE

Within the past year the Administrative Committee called three meetings. At the first meeting held on June 11, 1943, the Committee adopted a budget for recommendation to the Executive Committee, for all activities of the Commission and State Committees. The request was for \$7,998 and the Executive Committee granted an even \$8,000. At the same meeting a revision of the annual report blanks was considered. In view of the difficulty that most administrators are meeting in securing competent clerical assistance, it was felt that every effort should be made to shorten and simplify our forms. Item 8, which concerns itself with the number of teachers, supervisors, administrators, and clerks, has long been one of our most persistent trouble makers and we hope that the changes made in its wording have resulted in clarifying it. A number of inquiries relative to credit granted in summer sessions have come to the secretary's office and the Administrative Committee ruled that the same

definition of a high school unit that applies in a regular academic year should also apply to credit earned in summer sessions; namely, 120 clock hours of instruction for one unit of credit. It was also ruled that the academic year should consist of a minimum of 172 days and that merely increasing the number of periods in the school day would not justify a reduction in the number of calendar days.

During the past year several requests have come to the Administrative Committee to review cases involving the tenure of individual teachers. With reference to such requests the Committee ruled that the Commission is interested only in the general picture presented by a member school and that unless there are apparent violations of Criterion 1 and Criterion 6, we could not take action on such requests.

The second meeting of the Administrative Committee was held on October 22, 1943. At that time the Committee approved the blanks for the summarization of the annual reports by the State Committees. They also approved the Criteria for the evaluation of Type II Junior Colleges; that is, those comprised of the 11th, 12th, 13th, and 14th grades. It was called to the attention of the Committee that state chairmen were reporting a very pronounced shortage of qualified teachers in almost all of our territory. A motion was presented and adopted providing that for the duration of the war emergency those schools that made every reasonable effort to comply with the Criteria but for reasons beyond

their control were unable to do so, would be granted a Technical Advice-ment or Qualified Approval. The effect of such action being merely to record that the member school does not satisfy all the Criteria and that as soon as conditions permit the Association will expect corrections to be made.

The third meeting of the Adminis-trative Committee was held on January 7, 1944. At that time the proposed revision of Regulation 6 and Criterion 4 were presented and approved for sub-mission to the annual meeting of the Commission. The program for the an-nual meeting was planned also.

THE STATISTICAL SUMMARY

Each year the secretary prepares and submits to the commission a statistical summary of the data from the annual reports. The slow but consistent in-crease of the number of member schools has continued. Five years ago there were 2,854 secondary schools holding mem-bership in the North Central Asso-ciation. The number this year is 3,010. The total number of pupils enrolled in these schools, however, has shown a slight decrease. This year the total en-rollment was 1,466,270. This records a loss of approximately 150,000 pupils in the last two years. It seems safe to assume that this decrease is occasioned almost entirely by war conditions, for when we turn in the following tables to the number of pupils graduat-ing from high school, in which columns we sepa-rate the number of boys and girls, we find that we have had a loss of more than five thousand boys and at the same time an increase of more than nine thousand girls graduat-ing from high school.

Several years ago we began gathering information relative to the length of the school term on the basis of the actual number of days taught rather

than the number of weeks the school was in session. The Adminis-trative Committee ruled that as a means of interpreting our present Criteria, thirty-six weeks should be considered as consisting of not less than 172 days and that schools in session fewer than 170 days should be warned and if the situa-tion were not corrected, dropped from the Association. Out of 3,010 member schools, only fifty-eight reported being in session fewer than 170 days. Most of these violations were occasioned by what our legal friends refer to as "acts of God"; that is epidemics, floods, and situations beyond the power of the school to control.

War conditions have presented a rash of summer sessions and in some instances we feared that standards of achievement may not have been too rigidly enforced. The same requirements relative to the quality of and the num-ber of hours of instruction apply to summer sessions as to the regular term. It is to be noted that 208 of these summer sessions are requiring fewer than 120 clock hours of instruction for a unit of credit. In some instances member schools have substituted achievement tests for the time-in-class formula. It should be recalled that the revision of Regulation 6 approved by the Commission for submission for a referendum vote of member schools, takes such a substitution into consider-ation and grants such the privilege to do so in instances approved by the State Committees.

As might be expected the shortage of teachers has had some effect on the matter of salaries. Our last annual report showed a median salary of \$2,714.75 for principals, as compared with \$3,155.33 in the current report. The median salary of men teachers in our public schools in 1942 was \$2,010.42, and in 1943 \$2,312.53. The salary for

women in 1942 was \$1,589.65 and in 1943 was \$1,827.36. It seems reasonable to expect that the rising cost of living may require further upward revisions in salaries.

The median ratio between the number of pupils enrolled and the number of teachers employed has not materially changed; in 1942-1943 it was 21.04 and this year we found it to be slightly less than 20.12.

Anticipating pressure on the schools to permit excess pupil loads as a means of acceleration, the Administrative Committee authorized an item in the annual report requesting data on the number

of pupils carrying five or more units for credit towards graduation. We found only 136,823 pupils, 9.3 percent of the enrollment, carrying such loads. In only one state did the percentage approach the limit of 25 percent imposed by Criterion 9. It would seem, therefore, that this problem has not as yet become acute, although a few of our member schools have shown a tendency to make five units the average load of their pupils rather than the exception.

Detailed tables compiled from the annual reports submitted by the member schools are printed in the pages which immediately follow.

TABLE I
SUMMARY OF THE 1943-1944 ANNUAL REPORTS OF SECONDARY SCHOOLS ENROLLING LESS THAN 200 PUPILS

STATES	TOTAL NUMBER SCHOOLS				ENROLLMENT DATA										GRADUATES			
	Public	Private	Total	3 yr.	In Schools Reporting on Upper						Total Number Enrolled	Average Per School	Boys	Girls	Total Number Graduated			
					4 yr.	5 yr.	6 yr.	7	8	9								
1. Arizona.....	23	0	23	0	2,873	209	55	24	40	1,051	814	678	521	9	3,137	136	272	303
2. Arkansas.....	23	3	26	343	1,514	0	1,992	421	370	811	843	774	625	5	3,849	148	242	431
3. Colorado.....	46	5	51	4,446	0	1,730	337	301	1,708	1,488	1,248	1,066	28	6,176	121	554	635	
4. Illinois.....	131	31	162	98	19,108	0	519	40	50	5,407	5,099	4,493	4,500	76	19,725	122	2,624	2,499
5. Indiana.....	19	7	26	1,676	0	1,659	286	264	788	775	750	633	5	3,591	184	415	436	
6. Iowa.....	56	8	64	822	7,326	143	322	52	88	2,045	2,215	2,133	2,069	16	8,618	154	889	1,278
7. Kansas.....	12	123	755	11,794	0	2,225	344	309	3,777	3,702	3,433	3,195	14	14,774	120	1,884	1,866	
8. Michigan.....	24	10	34	257	2,763	488	1,414	217	324	1,193	1,119	1,080	962	27	4,922	145	479	583
9. Minnesota.....	13	13	26	1,660	1,092	0	584	71	84	459	998	925	806	2	3,336	128	317	545
10. Missouri.....	30	20	50	0	5,593	0	959	17	147	1,887	1,491	1,907	1,311	7	5,592	132	568	946
11. Montana.....	19	3	22	0	2,841	0	0	0	0	876	765	599	583	18	2,844	129	288	347
12. Nebraska.....	91	8	99	1,026	9,441	171	1,704	183	226	2,930	3,909	3,639	2,892	63	12,432	126	1,350	1,650
13. New Mexico.....	12	13	220	780	0	744	106	112	459	432	324	279	2	1,744	134	135	158	
14. North Dakota.....	47	3	50	316	4,301	110	1,250	162	213	1,520	1,470	1,375	1,236	7	5,992	120	543	732
15. Ohio.....	65	14	79	751	3,236	95	7,457	1,376	1,293	2,343	2,449	2,140	1,932	6	11,539	146	882	1,168
16. Oklahoma.....	43	3	46	1,253	3,345	0	1,401	241	239	1,293	1,585	1,395	1,238	9	5,990	130	543	744
17. South Dakota.....	55	1	56	249	5,828	0	370	36	37	1,707	1,668	1,527	1,467	5	6,447	115	717	936
18. West Virginia.....	20	1	21	0	640	-	0	2,586	484	453	754	629	479	6	3,229	154	223	453
19. Wisconsin.....	10	11	21	182	2,079	130	392	57	76	707	703	671	564	14	2,792	133	259	325
20. Wyoming.....	14	1	15	0	1,464	0	646	109	90	572	489	445	394	11	2,110	141	221	236
TOTALS, 1944.....	852	155	1,007	8,098	92,140	1,369	28,148	4,718	4,716	32,374	31,803	29,115	26,699	330	129,755	129	12,505	16,018
1943.....	Totals not comparable																	
1942.....																		
1941.....																		
1940.....																		

TABLE I (Continued)

STATES	TERM DAYS 1942-1943												UNITS FOR GRADUATION												NUMBER OF SCHOOLS MAINTAINING		
	FOUR-YEAR SCHOOLS						THREE-YEAR Schools						NON-LABORATORY SUBJECTS						LABORATORY SUBJECTS								
	Less than 170	175	180	185 or More	Less than 16	16	17	18	19	20 or More	Less than 12	12	13	14 or More	Less than 40	40	45	50	55	60	40 to 44	45 to 49	50 to 54	55 to 59	60 or More		
1. Arizona.....	0	9	14	0	0	1	17	4	1	0	0	0	0	0	7	4	1	0	1	0	1	0	1	0	1	0	
2. Arkansas.....	0	2	20	4	0	0	24	0	0	0	0	0	0	0	12	9	4	1	0	0	0	1	3	22	6	6	
3. Colorado.....	1	16	21	12	1	0	51	0	0	0	0	0	0	0	22	14	6	7	2	2	1	2	11	35	0	0	
4. Illinois.....	1	5	73	77	6	2	157	1	0	0	1	0	0	0	118	10	12	10	12	6	2	3	12	139	6	6	
5. Indiana.....	0	7	14	2	3	0	22	2	0	0	1	0	0	0	8	4	4	9	1	2	0	5	11	8	1		
6. Iowa.....	1	18	34	10*	0	0	57	0	0	0	0	0	0	0	5*	28	13	2	10	11	3	1	1	9	50	1	
7. Kansas.....	1	4	74	43	1	0	121	0	0	0	0	0	0	0	40	10	9	15	49	0	0	4	24	95	3	3	
8. Michigan.....	1	5	3	18	7	0	19	0	0	0	0	0	0	0	1*	19	2	5	5	3	1	0	4	10	19	3	3
9. Minnesota.....	1	7	8	9	1	0	10	2	0	0	0	0	0	0	8	3	6	8	1	0	0	4	12	10	1	1	
10. Missouri.....	2	5	24	18	1	0	6	44	0	0	0	0	0	0	29	7	2	11	1	3	1	2	13	31	9	9	
11. Montana.....	0	11	8	3	0	0	22	0	0	0	0	0	0	0	10	3	0	7	2	0	0	0	0	7	15	0	
12. Nebraska.....	3	15	68	13	0	3	75	0	0	0	0	0	0	0	52	17	9	17	4	4	3	5	29	58	4	4	
13. New Mexico.....	0	2	7	4	0	0	11	0	0	0	0	0	0	0	5	1	2	3	2	0	0	1	4	8	1	1	
14. North Dakota.....	0	8	33	9	0	0	38	8	0	0	0	1	2	1	30	11	5	3	1	2	1	0	9	38	0	0	
15. Ohio.....	3	5	36	34	1	0	69	6	1	0	0	0	3	0	0	55	17	1	3	3	0	2	0	4	64	3	
16. Oklahoma.....	3	2	41	0	0	30	6	0	0	0	0	0	0	0	4	6	4	21	11	0	0	3	19	24	8		
17. South Dakota.....	6	14	26	9	1	1	50	3	0	0	0	0	0	0	31	10	1	9	5	3	0	0	16	37	2	2	
18. West Virginia.....	0	7	13	1	0	21	0	0	0	0	0	0	0	0	1	0	0	14	6	1	0	0	13	7	2		
19. Wisconsin.....	0	6	8	6	1	0	20	0	0	0	0	0	0	0	10	5	2	2	2	1	2	2	14	1	2		
20. Wyoming.....	1	2	10	2	0	0	15	0	0	0	0	0	0	0	5	1	1	6	2	0	1	1	5	8	2		
TOTALS, 1944.....	24	150	535	274	23	7	835	76	3	0	2	0	56	3	1	9	494	147	76	171	119	37	15	38	225	692	53

* Not all schools reported.

TABLE I (*Continued*)

* Not all schools reported

TABLE I. (Continued)

SALARIES (CONT.)

Principals—Public Schools

TABLE I (Continued)

STATES	Superintendents—Private Schools												Principals—Private Schools												
	Less than 999	1,000-1,249	1,250-1,499	1,500-1,749	1,750-1,999	2,000-2,249	2,250-2,499	2,500-2,749	2,750-2,999	3,000-3,449	3,500-3,999	4,000-4,499	4,500-4,999	Less than 999	1,000-1,249	1,250-1,499	1,500-1,749	1,750-1,999	2,000-2,249	2,250-2,499	2,500-2,749	2,750-2,999	3,000-3,449	3,500-3,999	4,000-4,499
1. Arizona.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
2. Arkansas.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
3. Colorado.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
4. Illinois.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
5. Indiana.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
6. Iowa.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
7. Kansas.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
8. Michigan.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
9. Minnesota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
10. Missouri.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
11. Montana.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
12. Nebraska.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
13. New Mexico.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
14. North Dakota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
15. Ohio.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
16. Oklahoma.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
17. South Dakota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
18. West Virginia.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
19. Wisconsin.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
20. Wyoming.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
TOTALS, 1944.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	

STATES	Principals—Private Schools										Totals—Superintendents and Principals																					
	5000 to 5500	6000 to 6500	7000 to 7500	7500 or More	5499 to 6499	6699 to 7499	7500 or More	Total Public Schools	Prin. Supt.	Total Private Schools	Prin. Supt.	Less than 1000	1000 to 1199	1200 to 1399	1400 to 1599	1500 to 1699	1600 to 1799	1700 to 1799	1800 to 1999	1900 to 2099	2000 to 2199	2100 to 2299	2200 to 2399	2300 to 2499	2400 to 2599	2500 to 2699	2600 to 2799	2700 to 2799	2800 to 2999	2900 or More	Total	
1. Arizona.....	0	0	0	0	0	0	0	7	16	0	0	0	0	1	6	22	17	15	7	1	0	1	70	70	70	70	70	70	70	70	70	
2. Arkansas.....	0	0	0	0	0	0	0	20	3	0	1	1	0	2	3	5	8	3	4	4	4	1	1	7	39	39	39	39	39	39	39	39
3. Colorado.....	0	0	0	0	0	0	0	42	6	0	0	0	0	2	24	17	14	14	3	4	1	1	1	1	0	80	80	80	80	80	80	80
4. Illinois.....	0	1	0	0	0	0	0	28	103	1	13	0	0	4	12	35	51	64	59	52	35	6	14	14	14	14	14	14	14	14	14	
5. Indiana.....	0	0	0	0	0	0	0	5	14	0	3	0	0	0	3	6	12	21	12	3	1	0	0	0	0	0	0	0	0	0	58	
6. Iowa.....	0	0	0	0	0	0	0	49	6	1	0	0	0	1	9	22	29	22	12	16	4	2	3	3	120	120	120	120	120	120	120	120
7. Kansas.....	0	0	0	0	0	0	0	61	50	2	2	1	0	7	15	31	72	51	29	17	4	0	0	0	0	0	0	0	0	0	226	
8. Michigan.....	0	0	0	0	0	0	0	15	8	0	2	0	1	1	3	11	11	11	11	10	2	2	0	0	0	0	0	0	0	0	59	
9. Minnesota.....	0	2	0	1	0	0	0	9	4	0	4	0	0	0	0	3	12	4	3	3	0	0	0	0	0	0	0	0	0	0	27	
10. Missouri.....	0	0	0	0	0	0	0	19	9	0	12	1	3	5	14	8	7	4	5	9	6	0	4	4	66	66	66	66	66	66	66	
11. Montana.....	0	0	0	0	0	0	0	16	5	0	1	0	1	1	1	6	9	7	4	2	1	0	0	0	0	0	0	0	0	0	32	
12. Nebraska.....	0	0	0	0	0	0	0	82	9	0	4	1	4	12	16	27	24	22	17	6	0	0	0	0	0	0	0	0	0	130		
13. New Mexico.....	0	0	0	0	0	0	0	12	0	0	0	0	0	1	2	4	9	4	0	6	0	0	0	0	0	0	0	0	0	0	26	
14. North Dakota.....	0	0	0	0	0	0	0	47	0	0	1	0	1	0	0	7	9	20	10	10	10	1	0	0	0	0	0	0	0	0	69	
15. Ohio.....	0	0	0	0	0	0	0	46	19	0	5	0	1	6	27	30	42	16	13	8	6	3	0	0	0	0	0	0	0	0	152	
16. Oklahoma.....	0	0	0	0	0	0	0	24	19	0	3	0	2	14	9	10	7	5	3	2	10	7	7	7	7	7	7	7	7	7		
17. South Dakota.....	0	0	0	0	0	0	0	53	2	0	0	0	0	1	4	15	17	13	11	10	3	1	0	0	0	0	0	0	0	0	75	
18. West Virginia.....	0	0	0	0	0	0	0	19	1	0	0	0	0	0	9	12	11	4	4	5	1	1	0	0	0	0	0	0	0	0	47	
19. Wisconsin.....	0	0	0	0	0	0	0	3	7	5	1	0	0	0	2	0	4	9	2	6	0	1	1	1	1	1	1	1	1	1	26	
20. Wyoming.....	0	0	0	0	0	0	0	13	1	0	1	0	0	0	1	4	8	6	4	6	2	0	0	0	0	0	0	0	0	0	34	
TOTALS, 1944.....	2	3	1	2	1	551	300	10	53	5	10	58	160	251	386	307	226	188	81	27	38	1,737										

TABLE I (Continued)

STATES	SALARIES—Public Schools—Women												SALARIES—Private Schools—Men																
	Less than \$1000			\$1000 to \$1400			\$1400 to \$1600			\$1600 to \$1800			\$1800 to \$2000			\$2000 to \$2200			\$2200 to \$2400			\$2400 to \$2600			\$2600 to \$2800				
	Less than \$1000	\$1000	\$1400	\$1000	\$1400	\$1600	\$1000	\$1400	\$1600	\$1000	\$1400	\$1600	\$1000	\$1400	\$1600	\$1000	\$1400	\$1600	\$1000	\$1400	\$1600	\$1000	\$1400	\$1600	\$1000	\$1400	\$1600		
1. Arizona.....	0	0	0	3	22	34	19	3	6	1	0	0	88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2. Arkansas.....	28	52	32	13	2	4	1	2	0	1	0	0	135	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	
3. Colorado.....	0	2	27	88	36	5	2	1	2	0	2	3	168	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4. Illinois.....	1	3	19	183	254	100	26	4	3	3	5	0	601	0	0	4	6	9	4	2	5	1	2	0	0	0	0	33	
5. Indiana.....	0	1	14	38	13	1	1	0	0	0	0	0	68	0	1	0	2	5	4	0	2	5	4	1	24	1	24	24	
6. Iowa.....	2	5	71	129	51	10	4	2	4	2	0	0	280	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
7. Kansas.....	1	7	172	211	89	31	2	0	0	0	0	0	513	1	0	0	2	0	0	3	7	1	1	1	0	0	0	0	14
8. Michigan.....	0	0	20	35	29	24	10	4	1	1	1	0	125	0	0	1	0	1	2	1	1	0	0	0	0	0	0	0	6
9. Minnesota.....	0	0	9	22	9	0	9	1	0	0	0	0	50	0	0	0	0	0	0	4	2	0	0	0	0	0	0	0	6
10. Missouri.....	7	29	58	27	4	7	5	0	5	2	0	0	144	0	0	0	0	1	1	0	3	0	0	0	0	0	0	0	5
11. Montana.....	4	1	0	19	60	11	2	1	0	0	0	0	98	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. Nebraska.....	2	16	67	177	125	29	4	4	0	0	0	0	424	0	0	4	2	2	1	0	7	0	0	0	0	0	0	0	16
13. New Mexico.....	0	0	9	16	22	8	3	0	0	0	0	0	58	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. North Dakota.....	0	5	28	84	32	3	1	1	0	0	0	0	154	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2
15. Ohio.....	0	6	72	121	59	13	4	0	0	0	0	0	276	0	1	0	0	0	3	1	0	0	0	0	0	0	0	0	14
16. Oklahoma.....	3	49	62	12	7	13	7	3	1	0	0	1	158	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
17. South Dakota.....	0	4	11	100	95	16	3	2	0	0	0	0	231	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18. West Virginia.....	1	5	32	26	10	8	2	0	0	0	0	0	92	0	0	0	0	0	3	0	0	0	0	0	0	0	0	2	
19. Wisconsin.....	0	0	10	21	5	2	0	2	1	0	0	0	41	0	1	6	2	1	4	1	3	5	0	0	0	0	0	0	7
20. Wyoming.....	1	0	14	30	9	5	1	4	0	0	0	0	64	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS, 1944.....	50	184	700	1,315	979	340	116	34	27	10	8	5	3,768	8	3	7	18	13	20	24	23	17	14	6	24	177			

TABLE I (Continued)

STATES	SALARIES—PRIVATE SCHOOLS—WOMEN												No. of Schools with Pupil-Teacher Ratio of:																												
	Less than 1,000			1,000 to 1,499			1,500 to 1,999			2,000 to 2,399			2,400 to 2,799			2,800 to 2,999			3,000 or More			Total Full-Time Teachers		14.1 to 16.0		16.1 to 18.0		18.1 to 20.0		20.1 to 22.0		22.1 to 24.0		24.1 to 26.0		26.1 to 28.0		28.1 to 30.0		Over 30	
	1,000	1,200	1,400	1,600	1,800	2,000	2,200	2,400	2,600	2,800	2,999	3,000	More	Total	Public	Private	14.0	16.0	18.0	20.0	22.0	24.0	26.0	28.0	30.0	30															
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	158	0	11	3	6	2	1	0	0	0	0	0													
2. Arkansas.....	0	0	1	3	0	0	0	0	0	0	0	0	0	0	4	174	8	6	4	5	4	4	1	0	1	0															
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	248	0	19	11	12	4	3	2	0	0	0	0													
4. Illinois.....	1	4	18	14	3	5	5	1	1	1	3	1	1	20	126	44	11	28	24	12	5	2	0	0	0	0															
5. Indiana.....	0	2	1	1	7	3	4	0	0	0	0	0	0	0	0	0	94	91	3	6	4	2	0	0	0	0	0	0													
6. Iowa.....	6	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	400	12	30	12	13	7	2	0	0	0	0	0													
7. Kansas.....	1	1	0	3	1	1	4	0	0	0	0	0	0	0	0	0	739	25	63	32	16	8	3	1	0	0	0	0													
8. Michigan.....	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	184	10	11	4	3	9	4	2	1	0	0	0													
9. Minnesota.....	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0	77	11	11	2	8	2	3	0	0	0	0	0													
10. Missouri.....	4	0	5	3	1	1	2	1	0	0	1	0	0	0	0	0	210	26	21	10	6	7	5	0	1	0	0	0													
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	130	0	6	3	4	3	5	0	1	0	0	0													
12. Nebraska.....	0	4	6	1	1	0	0	0	0	0	0	0	0	0	0	0	554	28	32	12	25	14	6	8	1	0	1	0													
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	84	0	3	4	5	1	0	0	0	0	0	0													
14. North Dakota.....	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	223	5	4	6	4	12	8	4	2	2	0	0													
15. Ohio.....	1	1	9	14	0	3	1	0	0	0	0	0	0	0	0	0	428	50	16	11	12	20	10	5	3	0	2	0													
16. Oklahoma.....	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	0	230	12	17	7	7	3	7	2	2	1	0	0													
17. South Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	306	0	13	12	10	6	1	0	0	1	0	0													
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	139	8	2	3	5	4	3	3	1	0	0	0													
19. Wisconsin.....	15	1	1	0	6	5	3	4	3	0	0	0	0	0	0	0	38	67	69	16	1	1	2	1	0	0	0														
20. Wyoming.....	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	95	6	6	2	2	2	1	0	0	0	0	0													
TOTALS, 1944.....	35	17	45	37	23	21	18	21	7	1	2	4	231	5,505	408	389	171	176	130	80	32	18	4	6	1																

TABLE I (*Continued*)

EXPERIENCE (NEW TEACHERS)

STATES	EXPERIENCE (NEW TEACHERS)						Women						Number of Schools That Would Have Pupil-Teacher Ratio of:											
	Less 1 yr.	2 yr.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	Less 1 yr.	2 yr.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	to 28.0	29.0	30.0	32.0	34.0	36.0	38.0	39.0	40.0	42.0	44.0	
1. Arizona.....	12	4	2	2	1	4	14	30	4	3	0	3	4	11	23	0	0	0	0	0	0	0	0	
2. Arkansas.....	5	2	1	1	1	8	19	11	12	8	3	1	17	24	2	0	0	0	0	0	0	0	0	
3. Colorado.....	26	4	4	5	4	32	49	17	9	10	11	6	35	50	1	0	0	0	0	0	0	0	0	
4. Illinois.....	38	6	19	11	7	6	86	153	44	43	22	17	12	84	162	0	0	0	0	0	0	0	0	
5. Indiana.....	5	4	1	2	1	2	25	14	4	2	5	5	5	20	25	1	0	0	0	0	0	0	0	
6. Iowa.....	15	3	4	7	4	2	35*	67	18	21	13	10	4	38*	63	0	1	0	0	0	0	0	0	
7. Kansas.....	28	5	10	5	8	8	76	126	44	33	19	27	21	80	122	1	0	0	0	0	0	0	0	
8. Michigan.....	1	2	1	2	1	2	24	23	3	3	4	5	4	29	32	1	1	0	0	0	0	0	0	
9. Minnesota.....	3	3	3	3	2	0	19	26	10	6	7	9	0	23	26	0	0	0	0	0	0	0	0	
10. Missouri.....	12	4	2	5	4	2	25	44	4	9	9	9	1	7	55	48	1	0	0	0	0	0	0	0
11. Montana.....	8	0	2	2	1	1	9	20	10	9	7	3	2	15	22	0	0	0	0	0	0	0	0	
12. Nebraska.....	19	12	7	6	7	7	43	91	32	26	12	14	6	85	93	3	0	0	0	0	0	0	0	
13. New Mexico.....	4	3	3	0	2	2	4	9	3	2	0	0	1	12	13	0	0	0	0	0	0	0	0	
14. North Dakota.....	9	4	4	6	3	2	23	41	15	7	8	3	6	39	36	3	4	1	2	1	0	0	0	
15. Ohio.....	18	3	9	3	4	4	36	70	6	15	7	7	7	54	76	1	2	0	0	0	0	0	0	
16. Oklahoma.....	9	1	2	2	6	3	42	15	6	8	9	21	20	45	1	0	0	0	0	0	0	0	0	
17. South Dakota.....	7	9	6	4	2	5	17	65	28	13	12	11	7	19	48	2	0	0	0	0	0	0	0	
18. West Virginia.....	6	1	3	0	2	0	9	15	6	1	5	1	2	10	21	0	0	0	0	0	0	0	0	
19. Wisconsin.....	4	2	6	2	1	3	17	17	8	2	1	1	5	17	20	0	1	0	0	0	0	0	0	
20. Wyoming.....	2	1	4	3	1	0	13	12	8	7	5	0	6	10	15	0	0	0	0	0	0	0	0	
TOTALS, 1944.....	231	73	92	71	58	61	551	933	290	229	162	140	127	673	802	17	10	8	1	2	1	0	0	

* Not all schools reported.

TABLE II
SUMMARY OF THE 1943-1944 ANNUAL REPORTS OF SECONDARY SCHOOLS ENROLLING FROM 200 TO 499 PUPILS

States	Total Number Schools	Enrollment Data												Graduates				
		In Schools Reporting on Upper						By Grades						Total		Total		
		Public	Private	Total	3 yr.	4 yr.	5 yr.	6 yr.	7	8	9	10	11	12	Special	Number Enrolled	Average Per School	Number Graduated
1. Arizona.....	18	0	18	322	4,431	249	1,226	230	299	1,733	1,611	1,318	1,010	27	6,228	346	464	520
2. Arkansas.....	32	1	33	1,202	1,886	0	6,791	1,357	1,114	1,920	2,182	1,768	1,556	32	9,969	302	712	1,028
3. Colorado.....	33	6	39	871	9,267	708	1,189	993	314	3,243	3,123	2,774	2,362	26	12,035	364	1,202	1,333
4. Illinois.....	108	39	147	416	45,404	212	573	65	112	13,605	12,402	10,387	9,766	328	46,605	317	4,151	5,229
5. Indiana.....	64	0	64	890	10,633	1,042	8,250	1,427	1,487	5,253	4,888	4,136	3,668	16	20,815	327	1,924	2,227
6. Iowa.....	74	7	81	5,066	17,625	0	2,104	299	327	5,267	6,837	6,306	5,742	47	24,825	306	2,892	3,121
7. Kansas.....	55	4	59	3,000	12,976	0	3,355	581	512	4,238	4,741	4,437	3,799	23	18,331	311	1,868	2,200
8. Michigan.....	101	112	4,701	16,587	786	14,381	2,262	2,282	8,210	8,757	7,992	6,883	69	39,455	325	3,189	4,223	
9. Minnesota.....	46	5	51	7,506	4,246	0	5,687	636	619	2,295	5,250	4,486	4,282	14	17,502	343	1,794	2,541
10. Missouri.....	57	15	72	2,344	15,009	304	4,587	690	626	5,735	5,320	5,554	4,282	37	22,244	309	2,389	2,706
11. Montana.....	7	0	7	0	2,103	0	0	0	0	650	530	466	450	7	2,103	300	196	246
12. Nebraska.....	45	1	46	1,836	8,561	344	2,868	336	444	3,056	3,494	3,315	2,950	14	13,609	296	1,427	1,602
13. New Mexico.....	23	0	23	2,181	3,886	0	1,356	285	226	1,525	2,138	1,725	1,511	13	7,423	333	673	766
14. North Dakota.....	13	14	723	2,042	0	1,382	282	187	806	995	993	803	31	4,147	265	347	507	
15. Ohio.....	176	13	176	2,781	18,904	1,506	33,356	5,763	5,844	12,470	12,335	10,903	9,210	22	56,547	321	4,499	5,606
16. Oklahoma.....	61	0	61	6,680	6,681	997	5,542	942	1,133	3,494	5,490	4,769	4,061	11	19,900	326	1,804	2,366
17. South Dakota.....	22	1	23	947	5,021	0	314	38	34	1,573	1,710	1,563	1,458	16	6,282	273	670	839
18. West Virginia.....	78	1	79	1,562	8,009	0	16,053	3,978	2,914	5,835	5,828	4,625	3,845	39	26,164	331	1,774	2,369
19. Wisconsin.....	52	9	61	2,633	15,717	0	2,223	208	223	4,930	5,541	5,185	4,466	26	26,573	337	2,139	2,547
20. Wyoming.....	12	0	12	0	2,136	0	1,208	229	212	870	754	698	577	4	3,344	279	301	300
TOTALS, 1944.....	1,064	114	1,178	44,784	211,124	6,148	113,045	18,801	18,909	86,738	93,926	83,400	72,535	802	375,101	318	34,425	42,476
1943-..	Totals not comparable—		data from one state lacking.												Graduates			
1942-..	1,180	35,939	219,381	4,566	116,485	17,388	18,607	85,132	90,936	85,101	77,580	1,896	319	34,902	29,108	74,010		
1941-..	1,167	49,079	221,435	4,750	97,979	15,341	15,601	71,243	93,926	85,623	77,364	3,382	312	35,467	38,192	73,610		
1940-..	1,145	47,432	224,283	4,579	95,078	14,467	14,461	82,449	91,999	85,540	75,937	4,039	320	33,112	37,412	79,534		

TABLE II (Continued)

STATES	TERM DAYS 1942-1943												MINUTES IN CLASS PERIOD												
	FOUR-YEAR SCHOOLS						THREE-YEAR SCHOOLS						NON-LABORATORY SUBJECTS						LABORATORY SUBJECTS						
	Less than 170	175	180	185	Less than 16	17	18	19	20 or More	Less than 12	13	14	15 or More	40	45	50	55	60 or More	40	45	50	55	60 or More		
1. Arizona.....	5	8	4	0	14	2	1	0	0	1	0	1	1	11	3	0	1	1	11	5	3	8	22	15	
2. Arkansas.....	0	5	22	6	0	27	1	0	0	5	0	0	10	4	6	2	0	1	2	6	14	19	14	3	
3. Colorado.....	2	7	12	18	0	35	1	0	0	3	0	0	3	5	10	16	5	0	0	6	14	19	122	15	
4. Illinois.....	2	4	53	75	13	0	139	7	0	0	1	0	0	89	16	6	16	20	2	2	19	122	8		
5. Indiana.....	0	8	33	22	1	0	59	2	0	0	1	2	0	10	4	15	33	2	1	0	14	41	8		
6. Iowa.....	1	24	41	3*	1	62	0	0	0	18	0	0	17	6	11	33	14	1	1	12	29	38	13		
7. Kansas.....	1	4	26	28	0	52	1	1	0	0	4	1	0	5	1	3	20	30	0	0	2	17	40	0	
8. Michigan.....	1	9	12	40	50	0	53	0	0	0	12	0	0	2*	32	17	10	42	11	1	2	10	46	53	
9. Minnesota.....	0	5	32	9	5	0	9	0	0	0	41	1	0	3	3	3	32	8	3	4	6	30	8		
10. Missouri.....	0	2	37	28	5	0	7	58	0	0	0	3	4	0	35	4	7	23	3	7	1	4	26	34	
11. Montana.....	0	4	2	1	0	7	0	0	0	0	0	0	0	1	1	1	3	1	0	0	1	3	3		
12. Nebraska.....	1	6	33	6	0	1	31	0	0	0	14	0	0	10	7	6	18	5	1	0	2	19	24		
13. New Mexico.....	0	4	12	7	0	0	16	1	0	0	0	6	0	0	3	2	12	3	0	0	0	8	15		
14. North Dakota.....	1	3	7	3	0	8	3	0	0	0	0	3	0	0	7	1	4	2	0	0	0	2	4		
15. Ohio.....	1	12	82	75	6	0	143	23	3	0	0	6	1	0	102	34	8	24	8	9	2	7	124		
16. Oklahoma.....	0	1	59	1	0	35	5	1	0	0	18	0	0	2	0	4	4	40	13	0	2	3	40	16	
17. South Dakota.....	1	4	13	5	0	19	1	0	0	0	1	0	0	2	5	1	3	11	3	0	0	3	13	7	
18. West Virginia.....	1	31	43	4	0	72	2	1	0	0	4	0	0	0	0	3	54	22	0	0	3	54	22		
19. Wisconsin.....	1	17	22	11	10	0	55	1	0	0	0	5	0	0	17	12	17	3	6	5	13	21	4		
20. Wyoming.....	0	1	9	2	0	12	0	0	0	0	0	0	0	1	1	0	9	1	0	1	7	3	0		
TOTALS, 1944.....	14	156	558	356	93	2	855	108	7	0	0	145	9	1	6	353	131	115	422	157	31	22	94	444	587
																								110	

* Not all schools reported.

TABLE II (*Continued*)

SUMMER SESSION

SATAPTE

Not all schools reported.

TABLE II (*Continued*)

Salaries (Cont.)

TABLE II (*Continued*)

SALARIES (CONT.)

STATES
Superintendents—Private Schools

	Principals—Private Schools																	
	Less than 999	1,000 to 1,499	1,500 to 1,749	1,750 to 1,999	2,000 to 2,249	2,250 to 2,499	2,500 to 2,749	2,750 to 2,999	3,000 to 3,499	3,500 to 3,999	4,000 to 4,499	4,500 to 4,999	5,000 to 5,499	5,500 to 5,999	6,000 to 6,499	6,500 to 6,999	7,000 to 7,499	7,500 or more
I. Arizona.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
2. Arkansas.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
3. Colorado.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
4. Illinois.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
5. Indiana.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
6. Iowa.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
7. Kansas.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
8. Michigan.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
9. Minnesota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
10. Missouri.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
II. Montana.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
12. Nebraska.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
13. New Mexico.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
14. North Dakota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
15. Ohio.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
16. Oklahoma.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
17. South Dakota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
18. West Virginia.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
19. Wisconsin.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
20. Wyoming.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
TOTALS, 1944.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o

SALARIES (CONT.)

SALARIES—Public Schools—Men

STATES	Principals—Private Schools										Totals—Superintendents and Principals												
	5000 to 5500					6000 to 6500					7000 to 7500					Less than 1000							
	Prin.	Supt.	Prin.	Supt.	Prin.	Prin.	Supt.	Prin.	Supt.	Prin.	Prin.	Prin.	Supt.	Prin.	Supt.	Prin.	Prin.	Supt.	Prin.	Prin.			
1. Arizona.....	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	3	17	27	23	26	0		
2. Arkansas.....	0	0	0	0	0	27	5	0	0	4	9	6	9	5	0	14	7	2	1	2	79		
3. Colorado.....	0	0	0	0	0	17	16	0	0	0	0	4	18	27	51	15	3	2	1	1	123		
4. Illinois.....	0	0	0	0	0	29	79	0	8	6	0	1	12	67	64	108	92	89	52	20	535		
5. Indiana.....	0	0	0	0	0	14	50	0	0	0	0	0	13	76	91	68	30	36	11	4	2	331	
6. Iowa.....	0	0	0	0	0	41	31	0	2	0	0	2	11	31	73	63	53	43	15	3	4	298	
7. Kansas.....	0	0	0	0	0	22	33	0	0	1	0	1	5	27	85	58	26	28	6	2	2	241	
8. Michigan.....	0	0	0	0	0	57	42	1	5	0	0	0	8	44	81	119	101	69	35	6	8	471	
9. Minnesota.....	0	0	0	0	0	25	21	0	2	0	0	1	11	34	61	45	32	21	2	1	0	208	
10. Missouri.....	0	0	0	0	0	22	35	1	13	0	2	15	33	29	41	27	4	24	15	3	2	195	
11. Montana.....	0	0	0	0	0	4	3	0	0	0	0	0	0	0	5	10	5	3	2	0	0	30	
12. Nebraska.....	0	0	0	0	0	30	35	0	0	1	0	2	4	31	35	42	20	16	5	1	0	157	
13. New Mexico.....	0	0	0	0	0	7	15	0	0	0	0	0	3	18	33	16	12	12	8	2	3	107	
14. North Dakota.....	0	0	0	0	0	8	5	0	0	0	0	0	0	10	13	15	7	1	0	1	0	47	
15. Ohio.....	0	0	0	0	0	77	86	1	3	0	1	5	39	137	201	164	103	57	35	10	15	767	
16. Oklahoma.....	0	0	0	0	0	26	33	0	0	3	2	38	31	22	35	29	8	13	8	12	10	211	
17. South Dakota.....	0	0	0	0	0	14	8	0	0	0	0	0	3	11	34	25	12	13	4	0	1	103	
18. West Virginia.....	0	0	0	0	0	28	1	0	0	2	31	100	72	57	20	12	5	4	4	0	0	307	
19. Wisconsin.....	0	0	0	0	0	36	16	1	0	0	1	0	8	20	55	62	42	33	14	0	4	239	
20. Wyoming.....	0	0	0	0	0	3	9	0	0	0	0	0	0	8	9	12	3	1	0	0	0	45	
TOTALS, 1944.....	0	0	0	0	0	2	468	589	5	33	15	17	113	308	678	1,050	930	597	508	228	72	79	4,595

TABLE II (Continued)

STATES	SALARIES—Public Schools—Women												SALARIES—Private Schools—Men												
	Less than \$1,000			\$1,000 to \$1,999			\$2,000 to \$2,999			\$3,000 or more			Less than \$1,000			\$1,000 to \$1,999			\$2,000 to \$2,999			\$3,000 or more			
	1,000 to \$1,999	1,200 to \$1,999	1,400 to \$1,999	1,600 to \$1,999	1,800 to \$1,999	2,000 to \$1,999	2,200 to \$1,999	2,400 to \$1,999	2,600 to \$1,999	2,800 to \$1,999	3,000 to \$1,999	3,200 to \$1,999	1,200 to \$1,999	1,400 to \$1,999	1,600 to \$1,999	1,800 to \$1,999	2,000 to \$1,999	2,200 to \$1,999	2,400 to \$1,999	2,600 to \$1,999	2,800 to \$1,999	3,000 to \$1,999	More Total		
1. Arizona.....	0	0	9	25	31	35	25	24	1	0	0	150	0	0	0	0	0	0	0	0	0	0	0	0	
2. Arkansas.....	125	89	34	14	6	2	1	0	0	0	0	271	0	0	0	0	0	0	0	0	0	0	0	0	
3. Colorado.....	0	0	62	108	53	24	2	0	0	0	0	251	0	0	0	0	0	0	0	0	0	0	0	0	
4. Illinois.....	12	5	35	276	347	162	45	25	9	0	4	25	945	5	0	3	5	0	0	4	0	3	4	31	
5. Indiana.....	3	0	14	101	194	83	22	10	7	7	0	448	0	0	0	0	0	0	0	0	0	0	0	0	
6. Iowa.....	6	10	79	290	181	40	25	11	3	0	0	0	645	7	9	2	3	2	1	1	0	0	0	0	
7. Kansas.....	2	4	78	180	125	35	6	1	0	1	0	433	0	0	0	0	0	1	1	0	0	0	0	3	
8. Michigan.....	0	3	30	181	286	137	45	15	7	7	0	0	711	0	0	0	0	2	6	0	4	7	0	20	
9. Minnesota.....	0	65	187	74	75	24	37	5	0	0	0	467	0	0	0	0	6	2	1	0	0	0	0	11	
10. Missouri.....	25	51	212	103	45	19	1	0	1	0	0	457	14	0	1	3	13	20	3	13	4	2	1	15	89
II. Montana.....	0	0	2	17	30	6	6	0	0	0	0	61	0	0	0	0	0	0	0	0	0	0	0	0	
12. Nebraska.....	0	8	38	175	97	22	2	1	0	0	0	343	0	0	0	0	2	0	2	0	0	0	0	4	
13. New Mexico.....	2	0	17	72	74	39	1	1	0	0	0	206	0	0	0	0	0	0	0	0	0	0	0	0	
14. North Dakota.....	0	0	20	36	20	8	2	0	0	0	0	86	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	0	16	229	367	300	183	58	20	15	8	1	3	1,200	0	0	1	1	2	1	2	5	5	0	18	35
16. Oklahoma.....	11	87	188	86	39	10	6	0	1	0	0	438	0	0	0	0	0	0	0	0	0	0	0	0	
17. South Dakota.....	0	1	27	84	64	18	2	1	0	1	0	199	0	0	0	0	0	0	0	0	0	0	0	0	
18. West Virginia.....	0	16	199	310	125	23	16	10	4	0	0	703	0	0	0	1	7	3	2	1	0	0	0	15	
19. Wisconsin.....	0	3	52	172	113	63	16	7	4	2	0	5	437	0	0	0	12	5	3	4	0	1	1	32	
20. Wyoming.....	1	0	1	25	26	15	7	3	0	0	0	78	0	0	0	0	0	0	0	0	0	0	0	0	
TOTALS, 1944.....	187	293	1,382	2,793	2,224	995	326	173	82	27	14	33	8,529	26	9	3	14	33	42	31	22	19	6	38	265

TABLE II (*Continued*)

STATES	SALARIES—Private Schools—Women												No. of Schools with Pupil-Teacher Ratio of:																		
	Less than 1,000	1,200 to 1,400	1,600 to 1,800	2,000 to 2,200	2,400 to 2,600	2,800 to 3,000	3,000 or More	Total	Less than 1,000	1,200 to 1,400	1,600 to 1,800	2,000 to 2,200	2,400 to 2,600	2,800 to 3,000	3,000 or More	Total	Less than 1,000	1,200 to 1,400	1,600 to 1,800	2,000 to 2,200	2,400 to 2,600	2,800 to 3,000	3,000 or More	Total	Less than 1,000	1,200 to 1,400	1,600 to 1,800	2,000 to 2,200	2,400 to 2,600	2,800 to 3,000	3,000 or More
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
3. Colorado.....	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
4. Illinois.....	1	0	1	7	9	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
5. Indiana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
6. Iowa.....	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
7. Kansas.....	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
8. Michigan.....	21	0	0	1	2	0	0	0	0	2	11	3	0	40	1,182	60	3	2	15	20	25	24	14	6	2	1	0				
9. Minnesota.....	0	1	1	6	12	4	5	0	0	0	0	0	0	0	0	0	29	675	40	9	3	13	16	2	2	0	1				
10. Missouri.....	17	5	0	3	2	6	0	2	3	0	2	3	0	43	652	132	6	2	8	16	14	10	15	1	0	0	0				
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
15. Ohio.....	11	10	4	3	1	2	5	5	3	3	1	0	48	1,967	83	3	5	16	38	42	38	24	6	3	1	0	0				
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
17. South Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
19. Wisconsin.....	21	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24	676	56	4	5	13	19	2	0	0				
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	123	0	0	2	5	2	0	0	0				
TOTALS, 1944.....	81	23	8	20	26	13	10	7	8	14	6	3	219	13,124	484	46	69	169	250	262	210	III	31	25	5	5	5				

TABLE II (Continued)

STATES	PER CENT OF TOTAL ENROLLMENT IN EACH GRADE												DEGREES AND PROFESSIONAL TRAINING (NEW TEACHERS)												
	No. of Pupils Enrolled for 5 or More Units				New Staff Members				Men				Women				Men				Women				
	9	10	11	12	Total	9	10	11	12	Total	Wo-men	Total	PhD	MA	BA	No Less than BA	No BA	Less than 15 hrs.	17	1	1	16	43	3	
I. Arizona.....	95	238	295	271	899	5	15	22	27	16	43	62	105	0	25	17	1	0	16	43	3	1	16	16	
2. Arkansas.....	141	222	260	254	886	7	10	15	16	12	30	121	151	0	7	17	6	3	0	9	94	18	18	10	10
3. Colorado.....	229	384	464	325	1,402	7	12	17	14	12	69	179	248	0	22	42	5	6	0	25	145	9	7	10	10
4. Illinois.....	217	598	908	1,094	2,817	2	5	9	11	6	238	473	711	3	78	146	11	8	0	90	355	28	13	13	13
5. Indiana.....	197	364	601	586	1,838	4	7	17	16	10	128	179	397	0	37	85	6	5	0	36	141	2	3	3	3
6. Iowa.....	28	207	414	506	1,155	53	3	7	9	5	191	345	536	0	46	140	5	8	0	41	305	3	2	2	2
7. Kansas.....	134	431	575	494	1,634	3	9	13	13	9	102	205	307	0	28	65	9	9	0	39	156	10	5	5	5
8. Michigan.....	377	839	1,089	1,121	3,426	5	10	14	16	11	195	387	582	1	48	132	14	5	1	51	305	30	8	8	8
9. Minnesota.....	1,256	516	682	654	3,108	54	9	15	15	17	95	253	348	0	19	74	2	0	1	19	229	4	0	0	0
10. Missouri.....	341	531	653	501	2,026	6	10	12	12	10	141	206	347	6	37	87	11	5	0	24	169	13	8	8	8
11. Montana.....	0	9	32	69	110	0	2	7	5	17	40	57	0	3	12	2	2	0	3	34	3	8	8	8	
12. Nebraska.....	41	148	340	346	875	1	4	10	12	7	81	181	262	1	15	56	9	4	2	13	159	7	4	4	4
13. New Mexico.....	15	79	170	162	426	1	4	10	11	6	42	76	118	0	18	17	7	2	1	10	64	1	1	1	1
14. North Dakota.....	6	103	148	130	387	1	10	15	15	10	21	43	64	0	3	17	1	2	0	1	37	5	6	6	6
15. Ohio.....	491	766	1,186	1,180	3,623	4	6	11	13	8	270	601	871	0	63	189	18	17	1	82	488	30	32	32	32
16. Oklahoma.....	22	306	462	571	1,361	1	6	10	14	8	114	211	325	0	36	66	12	9	2	36	161	12	8	8	8
17. South Dakota.....	9	58	128	154	349	16	3	8	11	6	47	92	139	0	6	36	5	2	0	6	79	7	3	3	3
18. West Virginia.....	688	783	871	811	3,123	12	13	17	23	16	98	214	312	0	15	70	13	13	0	20	183	11	10	10	10
19. Wisconsin.....	264	784	748	674	2,470	5	14	14	15	12	105	250	355	1	19	75	10	6	1	16	218	15	5	5	5
20. Wyoming.....	20	71	102	72	265	2	9	15	13	9	34	46	80	0	7	26	1	1	0	5	38	3	2	2	2
TOTALS, 1944.....	4,571	7,437	10,137	10,035	32,180	5	8	12	14	10	2,061	4,164	6,225	12	532	1,369	148	108	9	542	3,399	214	152	152	152

TABLE II (Concluded)

STATES	EXPERIENCE (NEW TEACHERS)										Number of Schools That Would Have Pupil-Teacher Ratio of:									
	Men					Women					28.1					32.1				
	Less 1 yr.	1	2	3	4	5	6	Less 1 yr.	1	2	3	4	5	6	Less 1 yr.	1	2	3	4	5
1. Arizona.....	5	2	9	3	2	1	21	22	7	4	6	1	2	20	18	0	0	0	0	0
2. Arkansas.....	5	1	6	4	2	11	42	15	8	7	9	7	33	17	4	5	4	2	0	0
3. Colorado.....	19	7	7	1	6	2	27	60	22	17	11	6	7	56	32	3	2	1	0	0
4. Illinois.....	54	26	17	16	17	16	92	174	47	41	34	16	28	133	139	4	3	0	0	0
5. Indiana.....	16	6	5	5	6	3	87	53	22	10	14	6	12	62	57	4	3	0	0	0
6. Iowa.....	36	12	12	11	10	11	97	76	39	48	24	20	18	115	89	1	0	0	0	0
7. Kansas.....	19	9	5	5	9	6	49	64	29	26	13	11	6	56	59	0	0	0	0	0
8. Michigan.....	27	24	19	19	10	10	93	131	47	37	26	20	16	110	84	16	6	0	0	0
9. Minnesota.....	7	13	7	6	2	8	52	45	41	42	15	18	13	79	44	6	0	0	0	0
10. Missouri.....	27	19	11	6	7	9	62	81	27	14	15	7	3	59	54	13	3	2	0	0
11. Montana.....	2	2	0	2	1	0	10	14	3	4	4	5	0	10	7	0	0	0	0	0
12. Nebraska.....	17	6	3	7	6	8	34	37	26	24	14	13	12	55	40	4	2	0	0	0
13. New Mexico.....	12	2	1	1	2	3	21	32	4	6	2	2	2	28	22	1	0	0	0	0
14. North Dakota.....	6	3	0	2	0	2	8	17	6	4	1	4	7	11	0	2	0	0	0	0
15. Ohio.....	55	17	22	14	13	19	130	226	59	56	32	30	26	172	145	16	9	4	0	1
16. Oklahoma.....	13	6	6	15	3	8	63	61	15	12	15	18	12	78	36	12	5	7	1	0
17. South Dakota.....	9	1	4	6	4	5	18	29	8	13	12	10	4	16	23	0	0	0	0	0
18. West Virginia.....	33	4	11	4	1	9	36	107	19	14	12	7	44	55	16	4	4	0	0	0
19. Wisconsin.....	36	8	6	12	3	3	37	116	28	19	13	14	9	51	55	5	0	1	0	0
20. Wyoming.....	4	4	4	0	4	5	13	15	6	4	7	2	3	9	11	0	0	0	0	0
TOTALS, 1944.....	402	172	142	141	141	130	961	1,402	470	403	279	221	191	1,103	989	102	46	31	5	2

SPECIAL STUDY

TABLE III
SUMMARY OF THE 1943-1944 ANNUAL REPORTS OF SECONDARY SCHOOLS ENROLLING FROM 500 TO 999 PUPILS

STATES	TOTAL NUMBER SCHOOLS	ENROLLMENT DATA												GRADUATES						
		In Schools Reporting on Upper						By Grades						Total Number Enrolled	Average Number Per School	Boys	Girls	Total Number Graduated		
		Public	Private	Total	3 yr.	4 yr.	5 yr.	6 yr.	7	8	9	10	11	12						
1. Arizona.....	2	0	2	0	1,404	0	0	0	457	363	303	279	2	1,404	702	134	133	267		
2. Arkansas.....	11	0	2,086	2,223	0	3,372	641	593	1,050	1,735	1,399	1,258	5	6,681	607	556	578	1,338		
3. Colorado.....	10	0	3,318	1,716	0	1,074	300	327	897	2,045	1,734	1,400	5	6,708	671	749	806	1,615		
4. Illinois.....	45	19	64	3,252	42,376	0	642	66	75	12,775	12,496	10,779	9,466	613	46,270	723	4,063	5,091	9,154	
5. Indiana.....	40	1	4,299	14,067	1,514	9,117	1,434	1,507	6,579	7,550	6,437	5,454	36	28,997	707	3,089	3,185	6,274		
6. Iowa.....	18	0	18	5,920	6,597	0	0	0	1,830	3,849	3,651	3,178	9	12,517	695	1,539	1,831	3,370		
7. Kansas.....	22	1	23	7,181	3,796	0	5,484	938	929	2,002	4,881	4,117	3,570	24	16,461	716	1,466	1,871	3,337	
8. Michigan.....	45	2	47	9,663	12,066	548	9,153	1,372	1,439	5,916	8,722	7,493	6,424	154	31,430	669	3,181	3,721	6,902	
9. Minnesota.....	24	5	29	8,046	5,819	0	5,498	736	780	2,809	5,565	4,949	4,336	48	19,363	668	2,183	2,553	4,736	
10. Missouri.....	15	5	20	4,020	7,937	0	2,924	403	383	3,142	4,120	3,837	3,142	6	14,881	744	1,659	1,482	3,141	
11. Montana.....	3	0	3	0	2,041	0	0	0	572	546	476	443	4	2,041	680	205	234	439		
12. Nebraska.....	8	0	8	1,406	2,614	0	1,472	190	215	964	1,490	1,451	1,178	4	5,492	687	506	685	1,191	
13. New Mexico.....	3	0	3	0	625	0	1,075	176	193	427	374	284	243	3	1,700	567	126	136	262	
14. North Dakota.....	5	0	5	1,517	735	0	1,597	260	211	458	1,046	953	906	15	3,849	770	391	488	879	
15. Ohio.....	70	5	75	8,511	21,546	826	23,737	3,850	3,998	11,327	13,637	11,645	10,105	58	54,020	728	5,128	6,021	11,149	
16. Oklahoma.....	12	0	12	4,579	3,245	0	948	235	215	1,176	2,709	2,409	1,999	29	8,772	731	1,009	1,247	2,256	
17. South Dakota.....	3	0	3	1,956	0	0	16,611	0	0	0	695	653	596	12	1,956	652	241	322	563	
18. West Virginia.....	44	0	44	5,162	8,821	0	3,308	3,023	5,801	7,514	5,943	4,875	40	39,594	605	2,336	3,134	5,470		
19. Wisconsin.....	33	4	37	7,445	10,892	0	6,895	803	749	4,663	7,164	6,254	5,553	46	25,232	682	2,560	3,183	5,743	
20. Wyoming.....	4	0	4	911	1,430	0	909	182	168	575	892	781	648	4	3,250	813	319	375	694	
TOTALS, 1944.....		417	42	459	79,272	148,950	2,888	91,108	14,894	14,805	63,600	87,393	75,458	64,951	1,117	322,218	702	31,440	37,340	68,780
1943. Totals of comparable—		data from one state lacking												GRADUATES						
1942..	505	78,143	166,966	4,849	96,020	14,463	14,978	67,692	91,722	82,872	75,625	1,629	348,981	690	34,568	36,933	71,501			
1941..	493	84,480	170,419	5,474	81,144	12,492	12,728	64,622	91,319	92,919	74,436	2,051	341,517	696	33,353	35,109	68,322			
1940..	487	91,124	165,361	3,059	76,535	11,793	11,977	62,847	93,975	81,351	71,740	3,446	336,079	690	30,519	32,362	62,881			

TABLE III (Continued)

STATES	UNITS FOR GRADUATION												MINUTES IN CLASS PERIOD												NUMBER OF SCHOOLS MAINTAINING		
	FOUR-YEAR SCHOOLS						THREE-YEAR SCHOOLS						NON-LABORATORY SUBJECTS						LABORATORY SUBJECTS								
	Less than 170	175	180	185	Less than 16	16	17	18	19	20	Less than 12	12	13	14	15	40	45	40	45	40	45	50	55	50	55	60	
1. Arizona.....	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0
2. Arkansas.....	0	3	6	2	0	0	9	0	0	0	0	2	0	0	0	2	2	0	1	0	0	0	0	6	5	5	8
3. Colorado.....	0	5	3	1	0	4	1	0	0	0	0	4	1	0	0	1	3	4	2	0	1	3	4	2	3	3	3
4. Illinois.....	2	3	16	41	2	0	56	4	0	0	0	3	1	0	0	23	7	3	15	16	1	1	3	15	44	18	18
5. Indiana.....	0	4	23	8	6	0	35	0	0	0	0	6	0	0	0	4	1	19	14	3	0	1	17	15	8	24	24
6. Iowa.....	0	12	3	2	0	10	0	0	0	0	0	7	0	0	1	0	1	3	7	0	1	5	5	7	8	8	
7. Kansas.....	0	5	11	4	3	0	9	4	0	0	0	5	2	1	2	0	0	1	9	13	0	0	1	9	13	3	3
8. Michigan.....	0	2	7	23	14	0	17	1	0	0	0	8	0	0	6*	5	7	9	16	10	0	1	17	21	8	4	4
9. Minnesota.....	0	23	0	5	0	0	8	0	0	0	0	21	0	0	0	1	2	2	20	4	1	1	2	23	2	9	9
10. Missouri.....	0	4	13	3	0	0	15	1	0	0	0	2	2	0	0	3	4	2	7	4	0	2	2	7	9	9	
11. Montana.....	0	1	1	0	-3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	2	1	
12. Nebraska.....	0	0	5	3	0	4	0	0	0	0	0	3	1	0	0	3	0	1	3	1	0	1	3	3	3	3	
13. New Mexico.....	0	0	1	2	0	0	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	3	0	1	
14. North Dakota.....	0	2	3	0	0	3	0	0	0	0	0	2	0	0	0	2	0	0	3	0	0	0	0	3	2	2	
15. Ohio.....	0	32	41	2	0	56	11	1	0	0	0	7	0	0	37	11	1	23	3	6	4	1	23	41	22	22	
16. Oklahoma.....	0	12	0	0	3	2	0	0	1	0	0	5	0	0	1	0	0	2	5	5	0	0	2	5	5	7	
17. South Dakota.....	0	1	2	0	0	0	0	0	0	0	0	3	0	0	0	0	0	2	1	0	0	0	2	1	1		
18. West Virginia.....	2	17	24	1	0	35	2	0	0	0	0	5	1	0	0	0	0	2	30	12	0	0	1	28	15	10	
19. Wisconsin.....	0	2	12	12	11	0	24	1	0	0	3	0	9	0	0	5	8	9	13	2	1	3	13	11	3	3	
20. Wyoming.....	0	4	0	0	3	0	0	0	0	0	0	1	0	0	0	0	1	2	1	0	0	1	2	1	1		
TOTALS, 1944.....	7	62	181	165	44	0	282	42	3	0	4	0	93	8	2	10	85	44	59	185	86	10	15	66	190	178	134

* Not all schools reported

TABLE III (Continued)

STATES	SUMMER SESSION												SALARIES																			
	Minutes in Class Period												No. of Clock Hours for Each Unit																			
	Non-Laboratory Subjects						Laboratory Subjects						Superintendent—Public Schools																			
	20	30	40	50	60	Less than to or More	41	61	81	101	120	Less than to or More	41	61	81	101	120	Less than to or More	100	110	120	130	140	Less than to or More	1000	1250	1500	1750	2000	2250	2500	2750
	to	to	to	to	to	40	50	60	70	80	90	40	50	60	70	80	90	100	110	120	130	140	Less than to or More	999	1249	1499	1749	1999	2249	2499	2749	2999
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
2. Arkansas.....	0	4	0	0	4	0	2	0	1	1	1	0	0	0	0	0	0	0	3	0	4	0	0	0	0	0	0	0	0			
3. Colorado.....	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0			
4. Illinois.....	1	6	8	1	2	1	3	2	7	0	2*	0	1	0	0	1	0	3	4	2	5	1	7	0	3	0	0	0	0			
5. Indiana.....	1	13	10	0	0	8	3	3	3	10	0	1	3	2	1	6	1	17	0	1	1	2	3	0	0	0	0	0	0			
6. Iowa.....	0	2	5	0	1	0	3	1	0	4	0	0	3	1	0	3	1	0	5	0	0	1	0	2	0	0	0	0	0			
7. Kansas.....	0	1	2	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	1	3	0	0	0	0	0	0	0	0	0			
8. Michigan.....	1	1	2	0	0	1	1	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	1	2	0	0	0	0	0			
9. Minnesota.....	0	4	2	2	1	0	4	1	1	1	1	2	0	0	0	0	0	2	4	1	0	0	4	1	4	0	0	0	0			
10. Missouri.....	0	1	6	1	1	0	0	0	0	4	5	0	0	0	0	0	0	0	2	0	0	1	0	0	6	0	0	0	0			
II. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
12. Nebraska.....	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0			
13. New Mexico...	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0			
14. North Dakota..	0	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0			
15. Ohio.....	1	8	11	2	0	2	6	0	9	4	1	0	0	0	0	0	0	8	2	0	10	2	0	9	0	1	0	0	0			
16. Oklahoma.....	0	1	4	0	2	0	3	0	0	2	0	0	0	0	0	0	0	0	2	1	0	0	2	4	0	0	0	0	0			
17. South Dakota..	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0			
18. West Virginia..	0	4	5	0	1	0	3	0	2	3	2	0	2	0	1	0	0	1	0	0	0	1	4	5	0	0	0	0	0			
19. Wisconsin.....	0	2	1	0	0	0	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0			
20. Wyoming.....	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
TOTALS, 1944..	4	51	60	6	13	4	36	9	31	42	9	1	10	5	13	21	10	48	7	2	33	II	33	0	0	0	0	0				

TABLE III (Continued)

Salaries (Cont.)

TABLE III (Continued)

STATES	SALARIES (CONT.)															Principals—Private Schools															
	Less than 900	1250	1500	1750	2000	2250	2500	2750	3000	3500	4000	4500	5000	5500	6000	6500	7000	7500	Less than 1000	1250	1500	1750	2000	2250	2500	2750	3000	3500	4000	4500	
1. Arizona.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
2. Arkansas.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
3. Colorado.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
4. Illinois.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
5. Indiana.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
6. Iowa.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
7. Kansas.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
8. Michigan.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
9. Minnesota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
10. Missouri.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
11. Montana.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
12. Nebraska.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
13. New Mexico.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
14. North Dakota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
15. Ohio.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
16. Oklahoma.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
17. South Dakota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
18. West Virginia.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
19. Wisconsin.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
20. Wyoming.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
TOTALS, 1944.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o

SALARIES (CONT.)

SALARIES—Public Schools—Men

STATES	Principals—Private Schools										Principals and Superintendents										Totals—Superintendents and Principals									
	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or More	Total Public Schools	Prin. Supt.	Total Private Schools	Prin. Supt.	Less than 1000	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	1900 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	2900 or More	Total							
1. Arizona.....	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
2. Arkansas.....	0	0	0	0	0	0	0	6	5	0	0	4	4	8	1	5	11	10	3	10	3	1	3	3	3	63				
3. Colorado.....	0	0	0	0	0	0	0	1	0	0	0	1	0	3	7	13	30	13	8	5	0	7	3	3	90					
4. Illinois.....	0	0	0	0	0	0	0	8	37	0	2	12	0	0	7	37	65	96	94	58	52	25	24	24	470					
5. Indiana.....	0	0	0	0	0	0	0	0	40	0	1	0	0	1	7	34	87	117	62	52	35	27	27	27	449					
6. Iowa.....	0	0	0	0	0	0	0	2	16	0	0	0	0	0	2	6	22	29	34	34	20	7	4	4	158					
7. Kansas.....	0	0	0	0	0	0	0	2	20	0	0	0	0	0	4	9	56	78	16	15	6	10	1	1	195					
8. Michigan.....	0	0	0	0	0	0	0	3	41	0	1	0	0	0	1	20	34	80	87	86	66	36	20	20	430					
9. Minnesota.....	0	0	0	0	0	0	0	8	16	0	0	0	0	1	2	22	39	46	39	28	16	5	2	2	200					
10. Missouri.....	0	0	0	0	0	0	0	15	0	5	0	1	1	1	7	7	30	9	20	17	18	10	7	127						
11. Montana.....	0	0	0	0	0	0	0	2	3	0	0	0	0	0	0	0	5	9	8	6	3	2	0	0	33					
12. Nebraska.....	0	0	0	0	0	0	0	1	7	0	0	0	0	0	4	14	17	13	8	1	0	0	0	57						
13. New Mexico.....	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	1	7	5	3	0	0	1	0	1	17					
14. North Dakota.....	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	8	12	16	18	3	1	1	0	59						
15. Ohio.....	0	0	0	0	0	0	0	3	67	0	0	0	0	0	6	27	61	120	189	121	89	38	38	49	747					
16. Oklahoma.....	0	0	0	0	0	0	0	0	12	0	0	0	0	0	9	9	13	20	11	14	10	4	13	3	166					
17. South Dakota.....	0	0	0	0	0	0	0	0	3	0	0	0	0	0	2	11	7	0	1	1	0	1	1	23						
18. West Virginia.....	0	0	0	0	0	0	0	0	44	0	0	0	0	0	26	75	63	60	49	16	14	5	0	1	309					
19. Wisconsin.....	0	0	0	0	0	0	0	4	29	0	1	0	0	0	7	15	52	71	56	53	35	18	20	20	327					
20. Wyoming.....	0	0	0	0	0	0	0	4	0	0	0	0	0	0	1	9	5	16	7	4	0	1	1	43						
TOTALS, 1944.....	0	0	0	0	0	0	0	42	376	0	10	17	5	55	156	329	699	862	634	498	312	199	168	3,934						

TABLE III (Continued)

STATES	SALARIES—Public Schools—Women												SALARIES—Private Schools—Men												
	Less than 1000				1000 to 1400				1400 to 1600				1600 to 2000				2000 to 2400				2400 to 2800				3000 or More
	to 1000	1000	1000	1000	to 1400	1400	1400	1400	to 1600	1600	1600	1600	to 2000	2000	2000	2000	to 2400	2400	2400	2400	to 2800	2800	2800	2800	Total
1. Arizona.....	0	0	0	0	4	8	6	4	0	5	0	0	27	0	0	0	0	0	0	0	0	0	0	0	
2. Arkansas.....	58	52	40	8	10	1	0	0	0	0	0	0	109	0	0	0	0	0	0	0	0	0	0	0	
3. Colorado.....	0	4	26	44	26	25	8	2	0	1	10	5	151	0	0	0	0	0	0	0	0	0	0	0	
4. Illinois.....	24	2	16	90	199	213	115	87	7	8	1	2	764	0	3	2	9	7	13	25	10	14	9	12	
5. Indiana.....	1	1	2	65	117	167	94	52	50	20	26	4	599	0	0	0	0	3	7	7	8	7	2	14	
6. Iowa.....	1	0	5	34	90	57	46	32	12	5	0	0	282	0	0	0	0	0	0	0	0	0	0	0	
7. Kansas.....	0	1	24	122	114	29	1	0	1	0	2	0	294	0	0	0	0	0	0	0	1	0	0	1	
8. Michigan.....	1	0	16	64	155	153	79	48	46	39	12	2	615	0	0	0	0	6	2	2	4	1	2	19	
9. Minnesota.....	0	0	37	111	128	43	41	50	4	0	8	0	422	0	0	0	4	2	6	5	0	0	0	17	
10. Missouri.....	2	6	65	54	45	36	15	9	10	10	3	3	258	0	0	0	1	3	3	2	0	0	1	0	
11. Montana.....	0	0	2	3	10	9	6	12	0	0	0	0	42	0	0	0	0	0	0	0	0	0	0	0	
12. Nebraska.....	0	1	17	53	24	16	6	2	0	0	0	0	121	0	0	0	0	0	0	0	0	0	0	0	
13. New Mexico.....	0	0	3	10	18	7	3	0	0	0	0	0	41	0	0	0	0	0	0	0	0	0	0	0	
14. North Dakota.....	0	2	11	25	18	22	10	0	0	0	0	0	88	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	0	3	95	172	178	206	126	87	35	26	34	52	1,014	22	1	0	0	4	4	4	3	0	0	38	
16. Oklahoma.....	1	4	64	38	21	34	7	9	3	6	2	0	189	0	0	0	0	0	0	0	0	0	0	0	
17. South Dakota.....	0	0	2	9	16	7	3	0	0	0	0	0	37	0	0	0	0	0	0	0	0	0	0	0	
18. West Virginia.....	2	10	131	349	165	116	65	4	0	0	0	0	842	0	0	0	0	0	0	0	0	0	0	0	
19. Wisconsin.....	0	2	37	98	84	105	58	63	27	13	6	9	502	1	1	0	0	7	4	2	0	0	0	15	
20. Wyoming.....	0	0	0	1	19	9	31	16	3	0	0	0	79	0	0	0	0	0	0	0	0	0	0	0	
TOTALS, 1944.....	90	88	590	1,433	1,433	1,274	724	486	200	133	104	77	6,536	23	5	2	14	12	39	45	25	28	16	29	
																								250	

STATES	SALARIES—PRIVATE SCHOOLS—WOMEN										NO. OF SCHOOLS WITH PUPIL-TEACHER RATIO OF:											
	Less than 1000	1000 to 1200	1400 to 1600	1800 to 2000	2200 to 2400	2600 to 2800	2800 to 2999	2999 or More	Total	Full-Time Teachers	14.1 to 16.0	16.1 to 18.0	18.1 to 20.0	20.1 to 22.0	22.1 to 24.0	24.1 to 26.0	26.1 to 28.0	28.1 to 30.0	Over 30			
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
4. Illinois.....	3	2	6	5	17	4	6	5	2	3	3	3	59	1,344	167	3	2	15	16	7	1	
5. Indiana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
6. Iowa.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
7. Kansas.....	22	3	0	0	0	0	0	0	0	0	0	0	25	489	26	0	0	2	6	5	0	
8. Michigan.....	0	0	0	3	1	0	0	2	1	0	0	0	7	1,045	26	0	1	8	11	13	4	
9. Minnesota.....	4	2	1	0	0	0	0	0	0	0	0	0	7	622	24	2	0	1	10	4	5	
10. Missouri.....	0	0	0	0	0	0	0	0	0	0	0	0	1	385	12	0	0	1	3	2	0	
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	0	0	0	0	0	0	0	0	0	0	0	0	0	1,761	39	0	0	1	5	9	5	
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17. South Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	17	9	5	
19. Wisconsin.....	1	1	0	0	0	0	0	0	0	0	0	0	2	829	17	0	0	7	13	5	1	
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	
TOTALS, 1944.....	30	8	7	6	20	5	7	5	4	4	3	3	102	10,470	352	7	4	7	44	91	127	48
																				23	4	

TABLE III (Continued)

STATES	PER CENT OF TOTAL ENROLLMENT IN EACH GRADE												DEGREES AND PROFESSIONAL TRAINING (NEW TEACHERS)													
	No. of Pupils Enrolled for 5 or More Units				New Staff Members				Men				Men				Women				Women					
	9	10	11	12	Total	9	10	11	12	Total	Men	Women	Total	PhD	MA	BA	No Less BA	No BA	No Less BA							
1. Arizona.....	25	20	61	46	152	5	6	20	16	11	4	7	11	0	2	0	0	0	4	3	0	0	0	0	0	
2. Arkansas.....	64	103	107	106	380	6	6	8	7	18	68	86	0	4	8	6	5	0	7	51	10	7	0	0		
3. Colorado.....	58	447	377	1,485	7	22	35	27	24	40	67	0	14	13	0	0	0	1	36	3	3	36	3	3		
4. Illinois.....	319	671	941	1,120	3,951	3	5	8	12	7	177	269	446	6	64	96	11	11	1	71	190	7	3	3	3	
5. Indiana.....	280	610	904	731	2,525	4	8	14	13	10	114	120	234	3	48	59	4	2	0	22	96	2	2	2	2	
6. Iowa.....	21	118	247	287	673	1	3	7	9	5	49	78	127	0	15	31	3	3	0	14	61	3	3	3	3	
7. Kansas.....	107	545	682	622	1,956	5	11	17	17	13	61	102	163	0	27	28	6	4	0	21	76	5	4	5	4	
8. Michigan.....	217	512	816	909	2,454	4	6	11	14	9	92	201	293	0	44	44	4	4	0	45	145	11	0	0	0	
9. Minnesota.....	989	457	738	689	2,873	30	8	14	15	14	74	148	222	1	18	54	1	0	0	21	127	0	0	0	0	
10. Missouri.....	101	520	474	390	1,485	3	13	12	13	11	63	76	139	0	28	35	0	0	0	2	18	54	2	3	3	3
11. Montana.....	2	51	86	65	204	1/2	1	18	15	10	10	20	0	0	5	5	0	0	0	10	0	0	0	0		
12. Nebraska.....	124	255	308	261	948	13	17	21	22	19	17	50	67	0	7	9	1	0	0	5	44	1	0	0	0	
13. New Mexico.....	23	24	19	28	94	5	6	7	11	7	6	18	24	0	4	2	0	0	0	6	12	0	0	0	0	
14. North Dakota.....	66	101	200	151	518	14	10	21	17	15	12	20	32	0	3	8	1	3	0	0	17	3	1	1	1	
15. Ohio.....	556	1,022	1,340	1,480	4,398	5	8	12	15	9	167	265	432	1	45	112	9	11	0	43	207	15	21	21	21	
16. Oklahoma.....	287	402	673	561	1,923	24	15	28	28	23	35	47	82	0	10	20	5	4	0	19	25	3	2	2	2	
17. South Dakota.....	0	4	28	99	1,331	0	1/2	4	17	7	11	13	24	0	3	5	3	3	0	2	11	0	0	0	0	
18. West Virginia.....	766	824	1,243	1,037	3,870	13	11	21	21	16	60	268	268	0	9	39	12	9	0	25	170	13	5	5	5	
19. Wisconsin.....	170	419	620	743	1,901	4	6	10	13	8	86	188	274	1	19	60	6	5	0	29	149	10	4	4	4	
20. Wyoming.....	7	99	208	181	495	1	11	27	28	17	9	19	28	0	2	7	0	1	0	3	16	0	0	0	0	
TOTALS, 1944.....	4,182	7,204	10,357	9,883	31,576	7	9	14	15	11	1,092	1,947	3,039	12	366	637	77	64	3	356	1,500	88	56	56	56	

TABLE III (Concluded)

EXPERIENCE (NEW TEACHERS)

SPECIAL STUDY

STATES	Men						Women						Number of Schools That Would Have Pupil-Teacher Ratio of:										
	Less 1 yr.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	Less 1 yr.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	to 28.0	28.1 yrs.	30.1 yrs.	32.1 yrs.	34.1 yrs.	36.1 yrs.	38.1 yrs.	40.1 yrs.	42.1 yrs.	Over 44.1
1. Arizona.....	2	0	0	1	0	1	0	0	0	0	0	0	1	4	2	0	0	0	0	0	0	0	0
2. Arkansas.....	3	1	0	2	1	1	10	16	4	6	3	5	5	29	4	1	2	2	1	1	0	0	0
3. Colorado.....	3	2	2	1	0	2	17	13	4	1	4	1	4	13	7	2	1	0	0	0	0	0	0
4. Illinois.....	57	13	16	11	8	7	65	82	40	20	15	16	8	88	52	7	5	0	0	0	0	0	0
5. Indiana.....	6	5	2	2	5	12	82	28	7	6	8	5	6	60	29	9	3	0	0	0	0	0	0
6. Iowa.....	6	4	2	2	0	3	32	12	6	3	6	4	6	41	14	2	1	0	1	0	0	0	0
7. Kansas.....	5	6	3	4	4	4	35	25	15	7	9	8	4	34	17	2	2	0	0	0	0	0	0
8. Michigan.....	16	8	9	6	3	4	46	63	20	13	18	11	9	67	30	11	4	2	0	0	0	0	0
9. Minnesota.....	13	4	5	10	3	2	37	29	13	16	11	6	9	64	20	4	4	1	0	0	0	0	0
10. Missouri.....	12	4	7	3	3	2	32	29	5	3	3	4	4	28	13	2	3	1	1	0	0	0	0
11. Montana.....	0	1	0	1	0	0	8	3	4	0	0	1	0	2	1	0	0	0	0	0	0	0	0
12. Nebraska.....	2	0	2	1	1	2	9	10	8	3	4	4	4	2	19	3	3	1	0	0	0	0	0
13. New Mexico.....	0	0	0	0	1	1	5	4	1	1	0	0	0	3	9	1	1	1	0	0	0	0	0
14. North Dakota.....	1	0	1	1	0	1	8	3	2	5	2	1	2	5	0	0	0	0	0	0	0	0	0
15. Ohio.....	41	8	11	10	6	6	85	19	13	23	13	14	98	44	18	9	2	1	1	0	0	0	0
16. Oklahoma.....	8	5	0	5	1	0	16	16	6	1	6	4	0	14	9	1	2	0	0	0	0	0	0
17. South Dakota.....	4	0	1	0	0	1	5	3	2	2	1	0	2	3	0	2	0	1	0	0	0	0	0
18. West Virginia.....	17	8	5	0	2	2	26	90	12	16	11	10	7	62	30	7	4	3	0	0	0	0	0
19. Wisconsin.....	17	7	7	4	11	3	37	41	16	21	20	13	9	68	30	3	3	1	0	0	0	0	0
20. Wyoming.....	2	0	0	1	0	1	5	3	3	1	2	2	0	8	4	0	0	0	0	0	0	0	0
TOTALS, 1944.....	215	76	73	64	49	54	561	556	187	138	147	108	95	716	316	76	45	16	4	2	0	0	0

TABLE IV
SUMMARY OF THE 1943-1944 ANNUAL REPORTS OF SECONDARY SCHOOLS ENROLLING 1000 OR MORE PUPILS

STATES	ENROLLMENT DATA										GRADUATES						
	TOTAL NUMBER SCHOOLS					In Schools Reporting on Upper					By Grades			Total Number Graduated			
	Public	Private	Total	3 yr.	4 yr.	5 yr.	6 yr.	7	8	9	10	11	12	Special	Boys	Girls	Total Number Graduated
1. Arizona.....	3	0	3	0	7,096	0	0	2,432	1,956	1,182	20	7,096	2,365	614	766	1,380	
2. Arkansas.....	3	0	3	2,007	1,037	0	0	3,265	1,081	762	2	4,336	1,445	424	638	1,602	
3. Colorado.....	8	0	8	7,442	4,412	0	0	1,333	248	239	1,553	2,883	42	13,195	1,675	1,850	
4. Illinois.....	83	6	89	11,589	10,128	0	0	0	0	0	54,279	53,158	44,361	36,394	2,167	17,737	20,390
5. Indiana.....	27	0	27	4,733	3,297	0	0	373	11,702	12,438	9,836	8,543	176	43,068	1,595	5,045	
6. Iowa.....	10	0	10	9,753	1,023	0	2,387	424	423	557	4,710	3,918	3	13,163	1,316	1,631	
7. Kansas.....	9	0	9	7,354	3,089	0	2,800	596	482	1,151	4,552	3,471	3,128	13,323	1,478	1,501	
8. Michigan.....	47	1	48	47,507	36,815	3,433	4,612	661	1,778	1,749	31,844	25,907	20,166	242	92,367	1,924	9,643
9. Minnesota.....	14	0	14	13,562	5,997	0	1,710	219	326	1,753	6,942	6,316	5,612	41	21,269	0	2,756
10. Missouri.....	25	0	25	8,418	29,200	1,079	1,736	222	573	10,015	12,027	9,215	8,377	24	49,433	1,018	5,183
11. Montana.....	4	0	4	1,033	4,053	0	0	0	0	0	1,432	1,134	1,028	11	5,086	1,271	492
12. Nebraska.....	7	0	7	2,029	10,713	0	1,557	272	246	3,577	4,138	3,278	2,783	10	14,304	2,043	1,473
13. New Mexico.....	1	0	1	1,885	0	0	0	0	0	0	745	656	484	0	1,885	1,885	314
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	69	3	72	36,725	54,179	1,379	17,350	2,579	2,932	19,284	34,505	27,712	22,479	142	109,633	1,384	11,727
16. Oklahoma.....	5	0	5	9,659	0	0	0	0	0	0	3,818	3,203	2,621	17	9,659	1,932	1,199
17. South Dakota.....	1	0	1	0	1,745	0	0	0	0	0	566	456	413	307	1,745	1,745	216
18. West Virginia.....	8	0	8	7,457	1,012	0	1,102	114	106	636	3,596	2,770	2,111	268	9,571	1,196	1,119
19. Wisconsin.....	30	1	31	16,599	24,042	0	4,534	485	574	7,304	13,913	12,128	10,487	284	45,175	1,457	5,011
20. Wyoming.....	1	0	1	0	1,016	0	0	0	0	282	248	279	196	11	1,016	1,016	146
TOTALS, 1944.....	355	11	366	187,760	401,755	9,188	40,493	6,116	8,326	128,942	196,345	106,797	132,611	6,029	639,196	1,746	66,441
1943. Totals of comparable data from most recent lacking.																146,143	
1942. .	416	254,987	454,146	12,382	49,229	6,848	9,111	139,994	232,855	202,496	176,885	2,555	770,744	1,833	69,304	76,829	
1941. .	425	270,882	479,769	10,029	50,487	6,706	8,423	144,329	246,184	215,228	194,81	29,730	835,171	1,965	85,050	91,028	
1940. .	415	267,064	505,047	16,068	49,688	6,601	8,526	149,356	254,950	237,496	185,534	11,851	877,867	2,018	82,562	88,946	

* Not all schools reported.

TABLE IV (Continued)

STATES	SUMMER SESSION												SALARIES												
	Length in Days						Minutes in Class Period						No. of Clock Hours for Each Unit						Superintendent—Public Schools						
	20 to 39	40 to 59	60 to 79	80 to 99	100 or more	More	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 to 140	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 to 140	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 to 140	
1. Arizona.....	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Arkansas.....	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Colorado.....	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Illinois.....	15	21	1	2	0	8	0	17	11	4	0	1	0	2	5	19	7	1	2	20	0	10	0	0	0
5. Indiana..... ¹	0	8	13	0	2	0	10	4	2	5	2	0	4	2	3	7	2	17	0	0	4	0	2	0	0
6. Iowa.....	0	3	0	1	0	5	1	0	1	0	1	0	0	0	0	0	4	0	0	0	0	0	0	0	0
7. Kansas.....	0	1	3	0	0	1	0	0	3	0	0	1	0	0	1	0	0	2	0	0	1	0	0	0	0
8. Michigan.....	0	18	16	2	1	1	4	2	22	7 ⁸	0	0	0	3	9	11	22	1	5	5	0	4	0	0	0
9. Minnesota.....	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
10. Missouri.....	0	13	0	0	0	1	1	1	1	0	0	1	1	1	0	1	0	0	2	0	11	0	0	0	0
11. Montana.....	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
12. Nebraska.....	0	2	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
13. New Mexico.....	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	0	13	17	1	0	15	0	15	0	9	7	1	0	5	0	6	7	1	21	0	1	7	1	2	0
16. Oklahoma.....	0	1	1	0	2	0	1	1	0	2	0	0	0	1	0	1	0	2	0	0	3	0	0	0	0
17. South Dakota.....	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18. West Virginia.....	0	2	2	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
19. Wisconsin.....	1	5	1	0	0	0	1	0	2	1	0	0	0	0	0	0	0	0	0	0	3	1	0	2	0
20. Wyoming.....	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS, 1944.	3	74	97	5	11	2	51	14	54	57	11	1	15	10	19	49	35	91	5	8	42	2	41	0	0

* Not all schools reported.

TABLE IV (Continued)

SALARIES (CONT.)

TABLE IV (*Continued*)

SALARIES (CONT.)

SALARIES (CONT.)

SALARIES—Public Schools—Men

SALARIES (CONT.)

STATES	Principals—Private Schools										Tots—Superintendents and Principals															
	5000 to 5300 5600 5900	6000 to 6400 6499	7000 to 7499	7500 or 7499	7500 or 7499	Public Schools Supt.	Total Prin.	Total Private Schools Supt.	Less than 1000	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	2800 to 2999	3000 or More	Total				
1. Arizona.....	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3	8	14	11	14	13	14	90				
2. Arkansas.....	0	0	0	0	0	0	0	0	0	3	1	1	2	2	8	5	2	1	0	0	2	27				
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	9	17	19	11	23	30	9	20	37	175				
4. Illinois.....	0	0	0	0	0	0	15	68	0	0	0	0	5	81	53	122	164	198	176	159	1,506	2,529				
5. Indiana.....	0	0	0	0	0	0	0	0	0	0	0	0	4	23	44	75	109	133	98	155	48	689				
6. Iowa.....	0	0	0	0	0	0	1	9	0	0	0	0	0	0	0	2	3	23	20	36	37	29	7	163		
7. Kansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	27	46	38	29	16	15	1	173		
8. Michigan.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	35	90	119	162	131	72	604	1,222		
9. Minnesota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	20	32	64	16	20	88	1	249	
10. Missouri.....	0	0	0	0	0	0	0	0	0	2	4	26	33	29	21	25	23	52	56	224	56	224	497			
II.	Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	11	11	11	11	7	3	1	62		
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	9	8	28	23	72	2	0	1	150	
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	3	2	0	0	0	20	
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	12	36	84	159	132	181	304	157	1,637	
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	5	8	12	19	18	3	17	7	92
17. South Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	7	3	5	0	2	0	25	
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	14	5	2	3	112	
19. Wisconsin.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	704	
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	
	TOTALS, 1944.....	0	0	0	0	0	17	332	0	2	70	7	18	101	284	468	745	930	968	1,036	866	3,198	8,631			

TABLE IV (Continued)

STATES	SALARIES—Public Schools—Women												SALARIES—Private Schools—Men											
	Less than \$1000	\$1200	\$1400	\$1600	\$1800	\$2000	\$2200	\$2400	\$2600	\$2800	\$3000	More	Less than \$1000	\$1200	\$1400	\$1600	\$1800	\$2000	\$2200	\$2400	\$2600	\$2800	\$3000	More
1. Arizona.....	0	0	1	7	10	6	13	17	30	18	14	121	0	0	0	0	0	0	0	0	0	0	0	0
2. Arkansas.....	29	26	15	9	17	10	3	0	0	0	0	109	0	0	0	0	0	0	0	0	0	0	0	0
3. Colorado.....	1	3	24	23	18	18	35	8	19	2	56	66	273	0	0	0	0	0	0	0	0	0	0	0
4. Illinois.....	123	4	29	78	356	248	273	235	181	148	153	4,550	0	0	1	7	12	11	2	1	0	0	1	35
5. Indiana.....	0	0	2	23	55	76	135	120	153	126	202	40	921	0	0	0	0	0	0	0	0	0	0	0
6. Iowa.....	1	2	1	42	31	57	84	33	43	25	0	0	319	0	0	0	0	0	0	0	0	0	0	0
7. Kansas.....	1	6	6	33	63	29	114	10	5	6	20	0	293	0	0	0	0	0	0	0	0	0	0	0
8. Michigan.....	0	1	34	69	178	201	176	161	70	84	775	1,749	0	0	0	0	0	0	0	0	0	0	0	
9. Minnesota.....	0	1	5	16	21	26	17	144	17	36	184	0	467	0	0	0	0	0	0	0	0	0	0	0
10. Missouri.....	1	11	40	96	55	53	33	47	54	88	353	900	0	0	0	0	0	0	0	0	0	0	0	
11. Montana.....	0	0	1	11	10	13	37	13	0	0	0	122	0	0	0	0	0	0	0	0	0	0	0	0
12. Nebraska.....	0	1	13	9	35	36	191	4	1	0	0	340	0	0	0	0	0	0	0	0	0	0	0	0
13. New Mexico.....	0	0	2	6	5	20	2	0	2	0	1	44	0	0	0	0	0	0	0	0	0	0	0	0
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	0	5	51	96	100	130	200	117	172	397	224	681	2,173	0	0	1	0	0	0	0	0	0	0	0
16. Oklahoma.....	0	0	5	21	11	32	24	47	32	49	2	1	224	0	0	0	0	0	0	0	0	0	0	0
17. South Dakota.....	0	0	3	8	9	1	13	5	0	0	0	39	0	0	0	0	0	0	0	0	0	0	0	0
18. West Virginia.....	0	0	22	49	81	67	19	18	2	0	0	258	0	0	0	0	0	0	0	0	0	0	0	0
19. Wisconsin.....	0	5	53	80	91	115	109	82	167	6	114	902	3	0	0	2	0	0	0	0	0	0	0	5
20. Wyoming.....	0	0	0	0	3	0	1	1	17	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS, 1944.....	156	64	273	635	1,041	1,996	1,333	945	1,113	1,037	4,747	13,826	3	0	2	7	14	11	3	1	10	6	2	6

TABLE IV (Continued)

STATES	SALARIES—PRIVATE SCHOOLS—WOMEN												No. of Schools with Pupil-Teacher Ratio of:																								
	Less than 1,000			1,000 to 1,499			1,500 to 1,999			2,000 to 2,499			2,500 to 2,999			3,000 or More			Total Full-Time Teachers		14.1 to 16.0		16.1 to 18.0		18.1 to 20.0		20.1 to 22.0		22.1 to 24.0		24.1 to 26.0		26.1 to 28.0		28.1 to 30.0		Over 30
	1,000	1,200	1,400	1,600	1,800	2,000	2,200	2,400	2,600	2,800	3,000	2,999	2,999	2,999	2,999	2,999	Public	Private	Total	14.0	16.0	18.0	20.0	22.0	24.0	26.0	28.0	30.0	30								
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
4. Illinois.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
5. Indiana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
6. Iowa.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
7. Kansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
8. Michigan.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
9. Minnesota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
10. Missouri.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
15. Ohio.....	1	3	4	2	2	10	3	0	27	3,810	52	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
17. South Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
19. Wisconsin.....	30	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									
TOTALS, 1944.....	30	0	3	12	4	2	2	2	10	3	0	0	68	22,457	133	0	2	4	8	38	88	94	92	31	9	0	0										

TABLE IV (*Continued*)

EXPERIENCE (NEW TEACHERS)

STATES	EXPERIENCE (NEW TEACHERS)										WOMEN										Number of Schools That Would Have Pupil-Teacher Ratio of:	
	Less 1 yr.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	Less 1 yr.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	Less 1 yr.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	
1. Arizona.....	3	0	3	1	1	2	8	5	5	4	0	1	3	6	1	0	2	0	0	0	0	0
2. Arkansas.....	4	0	0	1	0	1	1	9	5	2	1	2	3	11	1	1	0	0	1	0	0	0
3. Colorado.....	2	0	2	1	0	4	15	10	4	3	0	4	2	13	2	2	4	0	0	0	0	0
4. Illinois.....	56	27	11	17	9	15	101	132	56	31	32	17	37	135	75	6	6	1	1	0	0	0
5. Indiana.....	13	3	3	4	2	1	46	34	10	9	5	4	7	41	20	6	1	0	0	0	0	0
6. Iowa.....	1	1	2	1	1	0	15	6	6	8	6	1	2	24	6	3	0	1	0	0	0	0
7. Kansas.....	2	0	0	1	2	2	25	3	3	2	7	5	5	19	4	3	0	2	0	0	0	0
8. Michigan.....	35	6	9	11	5	13	93	64	18	21	16	10	25	124	19	11	13	4	1	0	0	0
9. Minnesota.....	1	0	0	1	0	0	9	0	4	3	1	4	0	25	3	5	6	0	0	0	0	0
10. Missouri.....	2	1	3	2	0	1	43*	16	9	3	4	6	4	51*	6	10	8	1	0	0	0	0
11. Montana.....	2	0	1	0	1	1	5	0	0	1	1	1	2	4	0	0	0	0	0	0	0	0
12. Nebraska.....	2	0	3	0	0	0	9	0	0	4	0	0	1	12	2	2	3	0	0	0	0	0
13. New Mexico.....	2	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	20	4	6	5	7	11	127	53	11	14	14	7	12	105	42	19	8	3	0	0	0	0
16. Oklahoma.....	1	2	0	0	1	12	3	1	0	1	0	0	0	9	0	1	4	0	0	0	0	0
17. South Dakota.....	0	0	1	0	1	0	1	0	2	0	1	0	0	2	1	0	0	0	0	0	0	0
18. West Virginia.....	3	0	2	1	0	0	3	5	2	2	1	2	3	4	7	0	0	1	0	0	0	0
19. Wisconsin.....	11	2	6	3	7	6	39	50	10	9	11	7	9	65	18	10	2	1	0	0	0	0
20. Wyoming.....	1	0	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0
TOTALS, 1944.....	169	47	54	50	35	59	548	396	147	116	102	71	106	672	212	80	55	15	3	1	0	0

* Not all schools reported.

SUMMARY OF THE 1943-1944 ANNUAL REPORTS OF SECONDARY SCHOOLS ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

STATES	TOTAL NUMBER SCHOOLS			ENROLLMENT DATA												GRADUATES			
	In Schools Reporting on Upper			By Grades												Total Number Graduated			
	Public	Private	Total	3 yr.	4 yr.	5 yr.	6 yr.	7	8	9	10	11	12	Special	Boys	Girls	Total Number Graduated		
1. Arizona.....	46	0	46	322	15,804	458	1,281	254	339	5,673	4,744	3,805	2,992	58	17,865	3,88	1,484	1,722	
2. Arkansas.....	69	4	73	5,728	5,660	0	13,447	2,725	2,351	4,366	6,086	5,022	4,241	44	24,835	3,40	1,034	2,879	
3. Colorado.....	97	11	108	11,639	19,841	768	5,926	1,978	1,181	7,537	11,197	9,399	7,711	101	38,114	3,53	4,100	4,684	
4. Illinois.....	367	95	462	15,355	288,171	212	1,734	171	237	86,026	83,155	70,020	60,666	5,797	305,472	661	27,975	33,209	
5. Indiana.....	150	8	158	10,088	61,414	5,833	19,026	3,147	3,631	24,322	25,651	21,159	18,238	233	96,381	610	10,100	15,893	
6. Iowa.....	158	15	173	21,591	32,571	148	4,813	775	838	9,699	17,611	16,008	14,117	75	59,123	347	6,951	8,473	
7. Kansas.....	197	17	214	17,299	31,655	0	13,924	2,369	2,232	11,168	17,876	15,438	13,062	74	62,869	204	6,419	7,704	
8. Michigan.....	217	24	241	62,128	68,221	5,255	29,560	4,532	5,823	27,068	50,442	42,442	34,375	492	165,174	685	16,392	21,386	
9. Minnesota.....	97	23	120	30,837	17,154	0	13,479	1,722	1,890	7,397	18,735	16,676	15,906	105	65,470	504	7,050	9,662	
10. Missouri.....	127	40	167	14,782	57,739	1,383	10,266	1,487	1,729	20,779	22,928	20,213	16,960	74	84,470	504	8,832	10,317	
II. Montana.....	33	3	36	1,033	11,638	0	0	0	0	3,579	3,273	2,075	2,504	40	12,971	353	1,181	1,445	
12. Nebraska.....	131	9	160	6,297	31,334	515	7,691	981	1,131	10,527	12,221	11,983	9,803	91	45,837	286	4,756	5,730	
13. New Mexico.....	39	1	40	4,286	5,291	0	3,175	567	531	2,441	3,689	2,517	18	12,752	319	1,148	1,374		
14. North Dakota.....	65	4	69	2,356	7,978	119	4,235	604	611	2,883	3,151	3,321	3,005	53	13,988	263	1,281	1,727	
15. Ohio.....	367	35	402	48,708	97,865	3,806	81,900	13,568	14,067	45,424	62,926	52,400	43,726	228	232,339	578	22,206	26,815	
16. Oklahoma.....	121	3	124	22,171	13,271	997	7,891	1,418	1,587	5,962	13,662	11,776	9,919	66	44,330	358	4,645	5,833	
17. South Dakota.....	81	2	83	3,152	12,594	0	684	74	71	3,786	4,529	4,156	3,778	36	16,430	198	1,844	2,227	
18. West Virginia.....	150	2	152	14,211	18,482	0	36,935	6,984	6,496	13,114	17,567	13,817	11,287	293	69,538	458	5,402	7,163	
19. Wisconsin.....	125	25	150	26,859	52,730	139	14,044	1,553	1,022	17,604	27,321	24,238	21,064	370	93,772	625	9,069	11,836	
20. Wyoming.....	31	1	32	911	6,046	0	2,763	550	470	2,299	2,383	2,203	1,815	30	9,720	304	962	1,057	
TOTALS, 1944.....	2,688	322	3,010	319,914	833,969	19,593	272,794	44,529	49,756	311,654	409,467	348,770	296,816	8,278	1,466,270	487	144,811	175,536	
1943. Totals not comparable—																			
1943. Totals not comparable—	2,954	377,445	925,069	23,111	286,509	42,788	46,606	319,606	444,592	306,686	355,512	6,820	1,612,619	546	150,108	166,346	316,454		
1943. Totals not comparable—	2,901	411,973	933,773	21,026	249,355	39,395	42,219	315,463	438,530	429,361	360,615	37,082	1,602,665	573	164,531	177,644	342,175		
1943. Totals not comparable—	2,854	413,291	938,036	25,025	234,479	35,202	37,764	322,422	436,215	299,171	358,059	20,395	1,634,831	580	155,070	170,443	325,493		

TABLE V

STATES	TERM DAYS 1942-1943										UNITS FOR GRADUATION										MINUTES IN CLASS PERIOD										NUMBER OF SCHOOLS MAINTAINING	
	FOUR-YEAR SCHOOLS					THREE-YEAR SCHOOLS					NON-LABORATORY SUBJECTS					LABORATORY SUBJECTS																
	Less than 170	175	180	185	190	Less than 16	16	17	18	19	Less than 12	12	13	14	15	40	45	50	55	60	40	45	50	55	60	or More	or More	or More	or More			
I. Arizona.....	1	14	27	4	0	1	32	7	5	0	0	0	0	0	1	0	9	5	3	24	5	0	2	2	26	16	5					
2. Arkansas.....	0	10	51	12	0	0	62	1	0	0	0	10	0	0	0	26	21	8	15	3	0	1	3	19	50	32						
3. Colorado.....	4	23	44	35	2	0	94	2	0	0	0	7	4	0	1	26	21	21	30	10	3	3	33	32	57	10						
4. Illinois.....	II	16	152	244	69	3	386	19	40	0	1	0	11	2	0	0	287	39	23	53	60	9	6	10	57	380	79					
5. Indiana.....	0	28	80	36	14	0	139	4	0	1	0	12	2	0	0	28	9	45	68	8	4	1	43	79	31	61						
6. Iowa.....	2	44	94	26	5*	1	131	1	0	0	0	34	1	0	3*	46	21	17	51	38	4	3	29	45	102	17						
7. Kansas.....	3	13	118	76	4	0	185	5	2	0	0	0	11	3	1	7	46	11	13	49	95	0	0	7	55	152	10					
8. Michigan.....	3	17	27	90	104	1	104	1	0	0	0	41	0	0	14*	76	32	31	77	25	3	37	87	199	51							
9. Minnesota.....	7	63	24	25	1	0	31	2	0	0	0	87	0	0	12	8	13	73	14	4	5	22	78	21	14							
10. Missouri.....	2	7	69	68	21	0	23	126	1	0	0	6	II	0	0	74	15	22	45	11	II	4	29	49	84	41						
II. Montana.....	0	16	13	6	1	0	35	0	0	0	0	1	0	0	II	4	2	14	5	0	0	2	14	20	2							
12. Nebraska.....	4	23	110	23	0	4	115	0	0	0	0	40	1	0	70	24	16	38	12	6	3	8	51	92	9							
13. New Mexico.....	0	6	20	14	0	0	30	1	0	0	0	9	0	0	8	4	4	19	5	0	0	1	16	23	8							
14. North Dakota.....	I	11	42	15	0	0	49	11	0	0	0	6	2	1	0	39	12	9	8	1	2	1	2	16	48	2						
15. Ohio.....	4	17	162	192	27	0	313	44	5	0	0	30	3	0	7	29	70	19	68	15	26	10	16	79	271	72						
16. Oklahoma.....	4	62	58	0	0	68	13	1	0	1	0	32	3	0	6	4	10	11	68	31	0	2	9	66	47	30						
17. South Dakota.....	7	19	41	15	1	70	4	0	0	2	4	0	0	2	36	11	4	23	9	3	0	3	32	45	5							
18. West Virginia.....	3	56	87	6	0	130	4	1	0	0	14	2	1	0	1	0	5	106	40	1	0	4	102	45	20							
19. Wisconsin.....	I	28	49	34	38	0	116	3	0	0	3	0	25	1	1	38	33	34	38	7	12	17	35	42	44							
20. Wyoming.....	I	3	23	5	0	0	31	0	0	0	0	1	0	0	6	2	2	18	4	0	2	3	15	12	4							
TOTALS, 1944.....	53	476	1,291	896	287	II	2,144	248	55	0	6	2	381	35	5	41	1,073	352	302	885	398	88	65	248	960	1,649	487					

* Not all schools reported.

TABLE V (Continued)

STATES	SUMMER SESSION												SALARIES																			
	Length in Days						Minutes in Class Period						No. of Clock Hours for Each Unit						Superintendent—Public Schools													
	20	30	40	50	60	Less than 60	Non-Laboratory Subjects	61	81	101	120	Less than 120	Laboratory Subjects	61	81	101	120	Less than 120	100	110	120	130	140	Less than 140	100	110	120	130	140	Less than 140		
29	39	49	59	69	More than 69		80	100	120	140	More than 140		80	100	120	140	More than 140	100	110	120	130	140	Less than 140	999	1249	1499	1749	1999	2249	2499		
1. Arizona.....	0	2	0	0	3	0	0	0	2	3	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0			
2. Arkansas.....	1	22	1	0	8	1	10	0	3	16	1*	0	4	1	0	5	1	14	0	0	15	1	2	0	1	1	4	5	3			
3. Colorado.....	0	4	6	0	0	0	0	1	3	2	3	0	1	3	2	2	2	5	1	0	3	0	0	0	0	0	5	18	8			
4. Illinois.....	2	30	37	2	8	1	18	2	29	18	8*	0	4	0	3	9	26	12	7	3	39	2	16	0	0	0	1	2	3	2	6	
5. Indiana.....	1	27	30	0	3	0	23	8	9	19	2	1	9	4	5	17	4	41	0	1	9	3	7	0	0	0	0	0	1	2	3	
6. Iowa.....	0	7	8	0	2	0	8	3	0	5	1	4	2	0	3	0	11	0	0	1	0	1	0	4*	0	0	0	0	0	1	0	10
7. Kansas.....	0	3	7	0	0	0	2	2	1	4	1	0	2	0	0	3	1	6	0	0	1	0	0	0	0	0	0	0	0	0	6	16
8. Michigan.....	1	22	22	4	2	3	8	3	26	10*	0	0	1	3	3	9	12	27	1	5	8	1	9	0	0	0	0	0	0	0	27	8
9. Minnesota.....	1	6	3	2	2	0	4	2	2	2	3*	0	0	1	1	2	1	2	1	1	0	4	1	6	0	0	0	0	0	0	2	4
10. Missouri.....	0	5	32	2	2	0	12	3	8	17	1	0	9	2	4	16	1	5	1	1	2	1	2	21	0	0	0	0	0	0	6	12
11. Montana.....	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	6
12. Nebraska.....	1	2	4	1	1	4	2	1	0	1	0	1	3	2	0	0	3	0	1	0	0	4	0	0	0	0	0	0	0	0	0	6
13. New Mexico.....	1	0	5	0	2	0	2	1	1	2	0	2	1	2	0	0	0	4	0	0	4	0	0	0	0	0	0	0	0	0	32	11
14. North Dakota.....	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2
15. Ohio.....	3	31	6	1	2	29	1	19	18	3	0	5	1	15	10	2	37	3	1	22	1	8	0	0	0	0	0	0	0	5	19	
16. Oklahoma.....	0	2	16	0	12	0	16	1	3	7	3	0	9	1	3	4	4	6	0	0	2	5	17	0	0	0	0	0	0	0	4	6
17. South Dakota.....	0	1	2	0	1	1*	0	2	*	0	0	0	0	0	1	0	0	1	0	1	0	1	1*	0	0	0	0	0	0	0	15	16
18. West Virginia.....	0	8	10	0	2	0	6	0	8	4	0	4	0	1	2	0	0	1	5	14	0	0	0	0	0	0	0	0	0	0		
19. Wisconsin.....	1	9	3	1	1	0	4	2	3	5	1	0	2	2	2	0	7	1	0	3	1	3	0	0	0	0	0	0	0	0	2	
20. Wyoming.....	1	2	0	0	1	0	2	0	0	2	0	0	2	0	0	0	0	0	1	0	0	2	0	0	0	0	0	0	0	0	2	
TOTALS, 1944.	13	184	220	18	51	8	151	35	110	141	35	2	59	23	43	89	59	179	16	13	129	23	123	0	1	1	3	6	45	142	170	113

* Not all schools reported.

TABLE V (*Continued*)

SALARIES (CONT.)

STATES	Superintendents—Public Schools																			Principals—Public Schools																		
	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or More	Less than 1200	1200 to 1500	1500 to 1750	1750 to 2000	2000 to 2250	2250 to 2500	2500 to 2750	2750 to 3000	3000 to 3500	3500 to 4000	4000 to 4500	4500 to 5000	5000 to 5500	5500 to 6000	6000 to 6500	6500 to 7000	7000 to 7500	7500 or More										
1. Arizona.....	5	4	3	3	0	0	0	0	0	1	0	0	0	0	0	0	2	0	5	12	3	4	1	0	0	0	0	0	0	0	0	0	0					
2. Arkansas.....	20	9	6	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	2	3	3	2	1	0	0	0	0	0	0	0	0	0					
3. Colorado.....	15	7	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	3	5	6	5	3	7	0	3	1	4	0	0	0	0	0	0					
4. Illinois.....	19	16	5	4	5	3	1	2	1	6	0	0	0	0	0	0	2	2	2	11	8	30	33	79	31	19	19	13	31	4	0	2						
5. Indiana.....	10	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7	17	18	29	12	22	14	4	1	0	0							
6. Iowa.....	48	11	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	5	8	12	5	9	10	4	0	0	0	0	0	0						
7. Kansas.....	23	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	8	6	25	17	15	20	9	8	1	0	0	0	0						
8. Michigan.....	27	21	8	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
9. Minnesota.....	14	12	4	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	3	6	4	6	10	8	5	1	6	2	0	0	0	0						
10. Missouri.....	7	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	7	11	5	10	5	5	1	7	1	8	0	0	0	0	0					
11. Montana.....	7	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	3	1	1	2	3	2	0	0	0	0	0	0	0					
12. Nebraska.....	28	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	8	4	5	3	6	2	2	0	0	0	0	0	0	0					
13. New Mexico.....	6	8	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	5	6	1	1	1	0	0	0	0	0	0	0						
14. North Dakota.....	10	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
15. Ohio.....	42	22	5	1	2	1	1	0	0	0	0	0	0	0	0	0	0	4	12	21	35	20	58	23	27	15	7	6	3	10	0	0						
16. Oklahoma.....	21	8	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	4	9	6	12	6	13	8	6	2	0	0	0	0	0	0					
17. South Dakota.....	18	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
19. Wisconsin.....	11	19	8	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
20. Wyoming.....	6	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
TOTALS, 1944.....	337	156	55	19	12	5	2	1	7	0	3	11	43	92	140	205	197	346	171	149	86	46	17	24	3	2	0	0	0	0	0							

TABLE V (Continued)

SALARIES (CONT.)

STATES	Superintendents—Private Schools												Principals—Private Schools														
	Less than 999	1,000 to 1,499	1,500 to 1,999	2,000 to 2,499	2,500 to 2,999	2,750 to 3,499	3,500 to 3,999	4,000 to 4,999	4,500 to 5,499	5,000 to 5,999	5,500 to 6,499	6,000 to 6,999	6,500 to 7,499	7,000 to 7,999	7,500 to 8,499	8,000 to 8,999	8,500 to 9,499	9,000 to 9,999	Less than 10,000	10,000 to 14,999	15,000 to 17,499	17,500 to 24,999	25,000 to 29,999	27,500 to 34,999	30,000 to 34,999	35,000 to 39,999	40,000 to 44,999
1. Arizona.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
2. Arkansas.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
3. Colorado.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
4. Illinois.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
5. Indiana.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
6. Iowa.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
7. Kansas.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
8. Michigan.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
9. Minnesota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
10. Missouri.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
11. Montana.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
12. Nebraska.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
13. New Mexico.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
14. North Dakota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
15. Ohio.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
16. Oklahoma.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
17. South Dakota.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
18. West Virginia.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
19. Wisconsin.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
20. Wyoming.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	
TOTALS, 1944.....	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	

SALARIES (CONT.)

SALARIES—Public Schools—Men

STATES	Principals—Private Schools										Tots.—Superintendents and Principals													
	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 to 7999	Prin. Supt.	Total Public Schools	Total Private Schools	Less than 1000	1000 to 1399	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or More			
1. Arizona.....	0	0	0	0	0	0	0	18	28	0	0	0	1	15	49	64	57	52	22	14	18	292		
2. Arkansas.....	0	0	0	0	0	0	0	53	16	0	12	15	22	14	33	28	8	29	14	4	13	208		
3. Colorado.....	0	0	0	0	0	0	0	60	39	0	0	0	9	58	74	114	53	37	41	11	29	41	468	
4. Illinois.....	2	1	2	0	1	1	0	80	287	1	23	83	0	5	36	220	233	390	409	397	315	210	1,568	
5. Indiana.....	0	0	0	0	0	0	0	19	151	0	4	0	0	1	27	139	234	281	213	224	145	186	63	
6. Iowa.....	0	0	0	0	0	0	0	93	62	1	2	0	0	3	24	62	147	134	135	130	68	18	18	739
7. Kansas.....	0	0	0	0	0	0	0	85	112	2	2	2	0	8	24	68	239	233	109	89	32	27	4	835
8. Michigan.....	0	0	0	0	0	0	0	75	135	1	8	0	1	1	12	84	161	300	314	327	234	116	632	2,182
9. Minnesota.....	0	0	0	0	0	0	0	43	55	0	6	0	0	2	19	63	132	127	138	68	38	94	3	684
10. Missouri.....	0	0	0	0	0	0	0	41	83	1	30	3	8	25	80	77	107	61	54	73	91	69	237	885
11. Montana.....	0	0	0	0	0	0	0	20	15	0	1	0	0	2	1	22	34	36	26	19	12	3	1	157
12. Nebraska.....	0	0	0	0	0	0	0	113	38	0	4	2	2	0	25	59	104	106	127	43	14	1	1	494
13. New Mexico.....	0	0	0	0	0	0	0	19	19	0	0	0	0	0	1	6	23	52	31	16	21	10	4	170
14. North Dakota.....	0	0	0	0	0	0	0	56	9	0	1	0	0	1	0	7	27	45	41	35	14	2	2	175
15. Ohio.....	0	0	0	0	0	0	0	126	241	1	9	0	2	19	105	264	456	528	369	335	383	268	634	3,303
16. Oklahoma.....	0	0	0	0	0	0	0	50	69	0	3	3	4	62	51	50	70	57	44	44	17	52	27	481
17. South Dakota.....	0	0	0	0	0	0	0	67	14	0	0	0	0	1	7	34	64	52	26	29	8	3	2	226
18. West Virginia.....	0	0	0	0	0	0	0	149	2	0	0	2	66	205	171	142	84	46	34	15	6	4	775	
19. Wisconsin.....	0	0	0	0	0	0	0	43	80	6	3	0	4	7	22	61	160	211	190	171	218	8	194	1,296
20. Wyoming.....	0	0	0	0	0	0	0	16	15	0	1	0	0	0	1	13	27	34	22	8	0	2	134	
TOTALS, 1944.....	2	1	4	1	3	3	1,078	1,597	15	98	107	39	244	725	1,542	2,603	2,844	2,387	2,162	1,637	1,104	3,483	18,897	

TABLE V (Continued)

STATES	SALARIES—Public Schools—Women												SALARIES—Private Schools—Men											
	Less than 1000	1200	1400	1600	1800	2000	2200	2400	2600	2800	3000 or more	Total	Less than 1000	1200	1400	1600	1800	2000	2200	2400	2600	2800	3000 or more	Total
1. Arizona.....	0	0	13	58	83	66	50	47	37	18	14	386	0	0	0	0	0	0	0	0	0	0	0	
2. Arkansas.....	240	219	121	44	35	17	5	2	0	0	0	684	0	0	0	0	0	0	0	0	0	0	4	
3. Colorado.....	1	9	139	293	133	72	47	11	23	3	68	74	843	0	0	0	0	0	0	0	0	0	0	
4. Illinois.....	160	14	99	627	1,156	736	454	366	197	159	163	2,759	6,866	5	3	23	30	33	35	13	22	9	15	207
5. Indiana.....	4	1	19	203	404	339	252	192	190	153	235	44	2,036	0	1	0	0	2	5	7	7	10	12	6
6. Iowa.....	10	17	156	495	353	164	159	78	62	32	0	0	1,526	8	9	2	3	2	1	1	0	0	0	26
7. Kansas.....	4	18	280	546	391	124	123	11	7	6	23	0	1,533	1	0	0	2	1	1	4	7	2	0	18
8. Michigan.....	1	3	67	314	539	492	335	243	215	117	97	777	3,200	0	0	1	0	9	10	3	7	11	1	3
9. Minnesota.....	0	1	116	336	232	144	91	232	26	192	0	1,446	0	0	4	8	8	7	5	2	0	0	34	
10. Missouri.....	35	97	375	280	163	117	74	42	63	66	91	356	1,759	14	0	1	4	16	24	6	13	7	3	16
11. Montana.....	4	1	5	50	110	39	51	50	13	0	0	323	0	0	0	0	0	0	0	0	0	0	0	
12. Nebraska.....	2	26	135	414	281	117	48	108	6	1	0	1,228	0	0	6	2	4	1	0	7	0	0	20	
13. New Mexico.....	2	0	28	97	112	70	31	6	0	2	0	1	349	0	0	0	0	0	0	0	0	0	0	
14. North Dakota.....	0	7	59	145	70	33	13	1	0	0	0	328	0	0	1	0	0	0	0	0	0	0	2	
15. Ohio.....	0	30	447	756	637	532	388	224	222	431	259	737	4,663	22	1	2	2	1	5	16	7	18	11	37
16. Oklahoma.....	15	140	310	157	78	89	48	65	36	4	2	1,009	7	0	0	0	0	0	0	0	0	0	7	
17. South Dakota.....	0	5	43	201	184	42	21	8	0	1	0	566	0	0	0	0	0	0	0	0	0	0	0	
18. West Virginia.....	3	31	384	734	381	214	108	34	6	0	0	1,895	0	0	1	0	1	1	3	2	4	0	23	
19. Wisconsin.....	0	10	152	371	282	261	189	181	114	182	128	1,882	4	2	1	7	9	20	13	6	7	5	8	
20. Wyoming.....	2	0	1	40	78	33	44	21	24	0	0	243	0	0	0	0	0	0	0	0	0	0	0	
TOTALS, 1944.....	483	629	2,945	6,086	5,677	3,718	2,547	2,015	1,251	1,283	1,163	4,862	32,659	61	16	51	74	110	103	71	77	55	26	97

TABLE V (*Continued*)

No. of Schools with Pupil-Teacher Ratio of:

TABLE V (Continued)

STATES	No. of Pupils Enrolled for 5 or More Units												PER CENT OF TOTAL ENROLL- MENT IN EACH GRADE												DEGREES AND PROFESSIONAL TRAINING (NEW TEACHERS)								
	9			10			11			12			Total			9			10			11			12			Men			Women		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Ph.D.	MA	BA	Men	Women	Total	Ph.D.	MA	BA	Men	Women	Total	Ph.D.	MA	BA	No. Less BA 15 hrs.					
1. Arizona.....	152	349	537	534	1,563	3	7	14	18	9	104	148	252	0	49	48	7	21	0	31	113	4	29	29	29	29	29	29					
2. Arkansas.....	493	644	1,137	516	2,171	11	10	12	11	11	74	293	367	1	18	38	17	18	0	29	226	38	43	43	43	43	43						
3. Colorado.....	863	2,989	3,852	1,954	8,665	12	27	31	25	24	199	392	591	0	70	110	19	20	1	45	319	27	20	20	20	20	20						
4. Illinois.....	862	2,183	3,882	5,892	12,819	1	3	6	10	4	824	1,577	2,401	12	277	482	53	42	4	341	1,161	71	43	43	43	43	43						
5. Indiana.....	1,461	3,025	4,279	6	12	20	19	14	354	464	818	6	125	209	14	13	0	94	363	7	7	7	7	7	7	7							
6. Iowa.....	722	1,196	1,304	3,329	1	4	7	9	6	333	652	985	0	86	236	11	13	0	85	556	11	22	22	22	22	22							
7. Kansas.....	766	2,304	2,374	2,441	7,885	7	13	15	18	14	335	701	1,036	3	109	194	29	25	2	99	568	32	20	20	20	20	20						
8. Michigan.....	1,268	3,378	5,830	5,980	16,456	5	7	14	17	11	492	927	1,419	2	195	271	24	9	5	202	660	51	12	12	12	12	12						
9. Minnesota.....	3,054	1,495	2,572	2,404	9,525	41	7	15	16	15	213	519	732	1	49	158	5	0	1	61	451	6	0	0	0	0	0						
10. Missouri.....	1,007	2,308	2,736	2,593	8,644	5	10	13	16	12	327	516	843	8	122	181	16	17	5	112	371	28	28	28	28	28	28						
11. Montana.....	185	202	306	324	1,017	5	6	11	13	8	57	129	186	0	13	36	8	6	1	9	111	8	15	15	15	15	15						
12. Nebraska.....	396	826	1,288	1,352	3,862	4	7	12	14	9	217	514	731	1	55	136	25	10	2	45	435	32	14	14	14	14	14						
13. New Mexico.....	38	164	270	322	794	2	4	9	13	7	69	124	193	0	26	33	10	2	1	24	66	3	1	1	1	1	1						
14. North Dakota.....	100	274	478	412	1,273	4	8	14	14	10	84	182	266	0	16	63	5	7	1	8	153	20	22	22	22	22	22						
15. Ohio.....	3,209	5,146	7,120	7,139	22,614	7	8	14	16	11	703	1,248	1,951	1	189	461	52	65	2	177	1,005	64	80	80	80	80	80						
16. Oklahoma.....	316	1,384	2,096	2,261	6,057	5	10	18	23	15	218	393	611	1	80	115	22	16	3	76	289	25	14	14	14	14	14						
17. South Dakota.....	39	119	297	405	840	16	3	7	11	5	111	265	376	0	17	79	15	9	0	11	232	22	7	7	7	7	7						
18. West Virginia.....	1,547	1,963	2,481	2,472	8,463	12	11	18	22	15	188	481	669	0	30	131	27	26	0	53	400	28	17	17	17	17	17						
19. Wisconsin.....	618	1,815	2,511	2,620	7,564	4	7	10	12	8	300	650	950	3	65	207	25	18	1	84	535	30	14	14	14	14	14						
20. Wyoming.....	40	225	392	346	1,003	2	9	18	19	11	117	186	1	20	46	2	3	0	14	97	6	2	2	2	2	2	2						
TOTALS, 1944.....	16,510	31,506	44,022	44,785	136,823	5	8	13	16	10	5,271	10,292	15,563	40	1,611	3,234	386	340	29	1,600	8,150	513	410	410	410	410	410						

TABLE V (Concluded)

EXPERIENCE (NEW TEACHERS)

SPECIAL STUDY

STATES	Men										Women										Number of Schools That Would Have Pupil-Teacher Ratio of:	
	Less 1 yr.	1	2	3	4	5	6	Less 1 yr.	1	2	3	4	5	6	Less 1 yr.	1	2	3	4	5	6	
1. Arizona.....	22	6	14	6	5	7	44	58	16	11	7	5	10	41	44	0	0	2	0	0	0	0
2. Arkansas.....	17	4	2	10	6	5	30	86	35	28	19	19	16	90	48	6	7	6	4	1	1	0
3. Colorado.....	50	13	15	8	10	12	91	132	47	30	25	22	19	117	91	8	7	1	1	0	0	0
4. Illinois.....	205	72	63	55	41	44	344	541	187	135	103	66	85	460	428	17	14	1	1	0	0	0
5. Indiana.....	40	18	11	13	14	18	240	129	43	27	32	20	30	183	131	20	7	0	0	0	0	0
6. Iowa.....	58	20	20	21	15	16	179*	161	60	80	49	35	30	218	163	6	2	1	1	0	0	0
7. Kansas.....	54	20	18	15	23	20	185	218	81	68	48	51	46	189	202	6	2	4	0	0	0	0
8. Michigan.....	79	40	30	38	20	29	256	281	88	74	64	46	44	330	165	39	24	12	1	0	0	0
9. Minnesota.....	24	20	15	20	7	10	117	100	68	67	34	37	22	191	93	15	10	1	0	1	0	0
10. Missouri.....	53	28	23	16	14	14	162	170	45	29	31	18	18	193	121	26	14	5	1	0	0	0
11. Montana.....	12	5	2	6	2	2	28	42	17	13	12	10	4	31	35	1	0	0	0	0	0	0
12. Nebraska.....	39	18	15	14	14	17	100	138	66	57	30	31	21	171	136	8	8	6	0	0	0	0
13. New Mexico.....	8	5	5	1	4	6	0	45	8	9	3	2	7	50	36	3	1	0	0	0	0	0
14. North Dakota.....	16	7	5	9	3	5	39	61	23	16	14	5	12	51	52	3	5	4	2	1	0	0
15. Ohio.....	143	32	48	32	30	40	378	434	95	98	76	57	59	429	307	54	28	9	1	2	1	0
16. Oklahoma.....	31	13	9	22	6	15	122	122	37	19	30	31	33	121	90	15	11	7	1	0	0	0
17. South Dakota.....	20	10	12	10	7	11	41	97	40	28	26	21	13	40	72	4	2	1*	0	0	0	0
18. West Virginia.....	59	13	21	5	11	74	217	39	33	28	25	19	120	113	23	8	7	0	1	0	0	0
19. Wisconsin.....	68	19	25	21	22	15	130	224	62	51	45	35	32	201	123	18	6	3	0	0	0	0
20. Wyoming.....	9	5	8	4	5	7	31	31	18	13	14	4	9	28	31	1	0	0	0	0	0	0
TOTALS, 1944.....	1,017	368	361	326	253	304	2,621	3,287	1,084	886	690	540	529	3,254	2,483	273	156	70	13	7	4	0

* Not all schools reported.

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